REPORT RESUMES

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PROCEEDINGS, NATIONAL SEMINAR ON VOCATIONAL GUIDANCE, (NORTHERN MICHIGAN UNIVERSITY, AUGUST 21-26, 1966).
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APPROXIMATELY 117 EDUCATORS AND REPRESENTATIVES FROM OTHER AREAS PARTICIPATED IN A SEMINAR TO IMPROVE GUIDANCE SERVICES THROUGH IMPROVEMENT OF STATE SUPERVISORY SERVICES. MAJOR SPEECHES WERE--(1) "THE INFLUENCE OF THE STATE SUPERVISOR ON THE FUTURE OF VOCATIONAL GUIDANCE" BY K.B. HOYT, (2) "RECENT CONFERENCES ON CAREER DEVELOPMENT AND VOCATIONAL GUIDANCE" BY H. BOROW, (3) "EDUCATIONAL AND OCCUPATIONAL INFORMATION FROM KINDERGARTEN TO GRADE 12--IMPLICATIONS FOR SUPERVISION AND COUNSELOR EDUCATION" BY R. HOPPOCK, (4) "MAKING VOCATIONAL GUIDANCE REAL TO THE NONCOLLEGE BOUND STUDENT" BY G. VENN, (5) "ERIC--EDUCATIONAL RESEARCH INFORMATION CENTERS" BY C. HARRIS AND G. WALZ, AND (6) "THREE NEEDS OF SCHOOL GUIDANCE--REVIEW, REFRESH, REORIENT" BY R. GETSON. TWO PANELS "STATE LEVEL GUIDANCE RESPONSIBILITIES, PROGRAMS, AND NEEDS AS VIEWED BY STATE DIRECTORS OF VOCATIONAL EDUCATION" AND "RESOURCES FOR VOCATIONAL GUIDANCE," AND A DIALOGUE, "APGA-AVA RELATIONSHIPS" BY L. BURKETT AND W. DUGAN WERE PRESENTED. SUMMARIES OF 11 GROUP SESSION PROGRAMS CONCERN A CAREER PROGRAM, INSTITUTES, PLANT-INDUSTRY-BUSINESS WORKSHOPS, AND GUIDANCE PROGRAMS, ACTIVITIES, AND RESOURCES. REPORTS OF SEVEN WORK GROUPS CONCERN PROGRAM PROPOSALS, INFORMATION NEEDS, TESTING SERVICES, COUNSELOR PREPARATION, AND METHODS AND TECHNIQUES IN ESTABLISHING VOCATIONAL COURSES OR AREA VOCATIONAL SCHOOLS. (JK)

National Seminar on Vocational Guidance August 21-26, 1966

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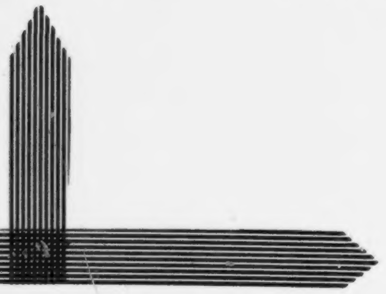
Proceedings

National Seminar on Vocational Guidance

August 21-26, 1966

NORTHERN MICHIGAN UNIVERSITY, MARQUETTE, MICHIGAN



Seminar Director, John G. Odgers
State of Ohio, Department of Education

Proceedings Editor, Norman C. Gysbers
University of Missouri

Jointly Sponsored by:

American Vocational Association
American Personnel and Guidance Association

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PROCEEDINGS

NATIONAL SEMINAR ON VOCATIONAL GUIDANCE

August 21-26, 1966

Northern Michigan University, Marquette, Michigan

Seminar Director, John G. Odgers
State of Ohio, Department of Education

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JUNE, 1967

FOREWORD

If action resulting from a professional conference is any measure of the value of the conference deliberations, then the guidance programs of the AVA Convention held in Miami Beach in December, 1965 should rate high, indeed. On the basis of needs identified and discussed at this conference, the Executive Directors of the American Vocational Association and the American Personnel and Guidance Association joined forces to sponsor a National Seminar on Vocational Guidance, financed under the provisions of Section 4 (c) of the Vocational Education Act of 1963. This publication records the major presentations and summarizes the group sessions of that seminar, which was held at Northern Michigan University, Marquette, Michigan, on August 21-26, 1966.

The major objective of the seminar was stated as "the achievement of more adequate vocational guidance services in the nation's schools through the improvement of state supervisory services." Accent of the seminar was on practical program ideas to take home and put to work. Background was provided early in the seminar by keynote papers and discussions. Program content included small group discussion and demonstration, task-oriented work projects, study and adaptation of exhibit materials, and time for individual exchange of ideas. One highlight of the seminar was the distribution to participants of over 100 publications, handbooks, reports, and project descriptions collected from participants in advance of the seminar and organized by the project staff. Thus, each participant had take-home examples of the best vocational guidance products from almost every state.

Seminar topics and agenda were built around suggestions from participants, made through the use of an advance planning questionnaire. Thus, most of the participants contributed to the seminar planning and all deserve credit for its success. A number of people, however, merit individual identification and special commendation. These special accolades go

- To David W. Winefordner, Assistant Director, and Elisabeth K. Billig, Seminar Secretary, for the many extra hours of work before, during, and since the Seminar. Without their help, the project could not have succeeded.

- To Norman C. Gysbers, Seminar Recorder, for his help throughout the Seminar, for writing the summary chapters, and for editing the Seminar Proceedings.

- To President Ed Harden of Northern Michigan, ex-counselor and ex-counselor educator, for providing the resources of the university and for being an enthusiastic contributor to the Seminar.

- To William Wright, Program Director, Northern Michigan University, and his staff, who took care of all housing, feeding, and special arrangements details so important to the success of any week-long seminar.

- To the Seminar keynoters and the representatives from business, industry, labor, and government agencies, who gave willingly of their time, energies, and ideas throughout the Seminar.
- To the seven state guidance supervisory staff members who served as discussion group leaders and as work group leaders and reporters.

As this publication goes to press, a follow-up report is being compiled to identify specific projects and programs at the state and local levels and in counselor education programs which have been a direct outgrowth of - or influenced by - the National Seminar. First reports indicate that the Seminar has met its major objective.

John G. Odgers

John G. Odgers
Project Director and Seminar Chairman

JGO:ekb
June, 1967

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Conference Summary

The deliberations of the National Seminar on Vocational Guidance held at Northern Michigan University, August 21-26, 1966, as reported in these proceedings demonstrate the continued interest of industry, business, labor, and education in the vocational aspects of guidance. It is hoped that the Seminar deliberations will provide increasing cohesion, direction, and momentum to the resurgence of vocational guidance--a resurgence which is a direct manifestation of the creative leadership that exists within the counseling and guidance and vocational education fields as well as a result of the constructive interest and support of business, industry, and labor.

The formal presentations of the Seminar by leaders in business, industry, labor, and education in the first part of this report combine theoretical concepts with practical implications and add substantial knowledge to the literature of vocational guidance. Kenneth B. Hoyt, in his opening address, presented a penetrating analysis of the varying degrees of influence state directors of guidance have had and are having on the Guidance movement. Henry Borow examined the outcomes of four recent conferences on the vocational aspects of guidance. A panel of three vocational educators viewed the responsibilities of state level guidance programs. All of the panel members stressed the importance of guidance, but they differed somewhat in their proposals as to how state departments might best develop and support guidance programs. A paper by Robert Hoppock provided practical ideas about specific guidance activities for possible implementation in grades K through 12. Grant Venn's paper explored new frontiers in vocational education and provided background material concerning the impact of technology on the meaning of work. The dialogue between Lowell Burkett of AVA and Willis Dugan of APGA was a first and provides a solid foundation for closer relationships between AVA and APGA. A panel, representing business, labor, government, and industry pointed to opportunities for continued and improved cooperation. Information about concrete examples of cooperative programs now in action were presented. Charles Harris and Garry Walz discussed the ERIC program providing information concerning its development and potential use for professionals in the field. The last formal paper was presented by Russell Getson. He offered some refreshing comments concerning the needs and practices of school counselors.

Throughout the week concurrent group sessions were provided, offering the Seminar participants a chance to hear about successful and innovative programs of vocational guidance. The concurrent sessions provided opportunities for questions and discussion as well as many opportunities for the participants to tell about successful vocational guidance programs with which they were familiar. Summaries of the presentations and the discussions that followed make up the second part of the proceedings report.

Also, throughout the week, various size work groups were busy exchanging ideas, discussing the formal papers, and developing meaningful statements concerning the practice of vocational guidance. Two methods of grouping the participants were used. One method brought the participants together on the basis of the Association of Counselor Education and Supervision (ACES) regions of the country. They discussed the preparation of counselors for the educational and vocational aspects of the guidance program. The other method utilized seven major discussion topics to aid work groups to focus on critical problems of vocational guidance and to develop practical solutions to these problems. The last part of the proceedings is made up of summaries of these work group reports.

Throughout the Seminar, several themes seemed to continually cross cut the formal presentations, concurrent group and work group sessions, and the informal get-to-gethers of the participants. These themes were particularly evident as the participants divided on regional lines to discuss the preparation of counselors for the educational and vocational aspects of guidance:

1. There is a need for improved communication among personnel in industry, labor, business, and education. Fulfillment of this need will require common definitions since effective communication presupposes at least minimum consensus on terminology.
2. There is a need for the content of counselor education programs to be attentive to the wide range of functions counselors perform such as follow-up and placement as well as the consulting relationships in which they engage with teachers, parents, and administrators.
3. There is a need for personnel in education to make more effective use of the wide range of community resources available to them.
4. There is a need for personnel in education to work more effectively with the decision makers both in and out of the school setting.
5. There is a need to acquaint personnel in education more adequately with the wide range of available educational, training, and occupational opportunities.

This summary is the view of the Seminar reporter and is thus not a comprehensive summation of the Seminar. Each participant, because of differences in background, probably reacted somewhat differently to the many and varied programs. All did, however, feel the urgency and necessity of responding to the need for action.

Norman C. Gysbers

First General Session

Greetings:

John G. Odgers, Project Director, National Seminar on Vocational Guidance

Edgar L. Harden, President, Northern Michigan University

Lowell A. Burkett, Executive Director, American Vocational Association

Willis E. Dugan, Executive Director, American Personnel and Guidance Association

John G. Odgers

Welcome to the National Seminar on Vocational Guidance. To get things off to a good start, I would like to introduce Dr. Edgar Harden, President of Northern Michigan University. Ed has been not only a friend of guidance, but a guidance man for many years. When I first met him in 1947, he was a counselor-educator at Michigan State University. When the Kellogg Center opened on the Michigan State campus, Ed became Director of that program. Since that time, he has gravitated upward geographically and otherwise to Northern Michigan University and is here to greet his guidance friends.

Edgar L. Harden

Thank you very much, John.

It's a real pleasure for me to have this opportunity to greet people from the guidance world. It's certainly good to see so many old friends.

I was quite interested in this meeting when I first heard about it because my guidance days take me back to the time when Harry Jaeger was a great influence in matters concerning counselor training. Ken Hoyt was mentioning that it has been many years since there has been a meeting of this group, and I think it's long overdue. Certainly with all the emphasis that is being given, and properly so, to improved guidance and counseling programs, we need to redefine some objectives and take a new look at the opportunities and responsibilities we have, because they are many and varied.

While you're here I hope that you will have time to look at a unique program we have on our campus. As an example of the impact that I think we can make on the lives of young people, we have established a Job Corps Center for women on this campus. It's the only one in the United States that is operating on a University campus; we thought we saw an opportunity to do something to correct some of the deficiencies we saw in other Job Corps programs. The division between business and industry on the one hand, and education on the other, didn't appeal to us because it is difficult to fix responsibility. The other thing that we knew from some aspects of our guidance efforts in earlier years was that you just don't change an environment by changing the geographic location. You can't take young people from socially deprived areas and put them in old Army barracks or old hotels and expect something to happen, so we fixed up one of our residence halls and employed the most capable people we could find to run our program.

We think we're doing something that makes sense; a program that will give us some guidelines as to how to work with disadvantaged young people. I'm not saying we have found the panacea. That isn't the point. But we are having some interesting experiences, and we would like to share these with you in some informal ways during the time you're here.

All of this is apropos of simply saying that we're delighted to have you on our campus. This is one of four normal schools originally established to meet the needs of our state. We have gone through the transition from normal school to state college to university, and I use the word "university" very advisedly because we are a long way from achieving real university stature. I can assure you, however, that the fact we've been given the name has impressed the legislature sufficiently to give us more money so that we do have a chance to grow in this direction.

We are extremely pleased to have you here, and we hope during the course of the week to have the chance to visit with many of you and to become much better acquainted. I was telling Ken Hoyt that I assumed he was still using the monograph I wrote a long time ago on how to organize a guidance program. He said the only thing he did with it now was to show how far we had come since it was written. I'm going to try and stay around and listen to what Ken and some of your other speakers say because I'm very much interested in becoming more current in this field which is so important in so many different ways to so many different people. Thank you very much.

John G. Odgers

Lowell Burkett is Executive Director of the American Vocational Association (AVA), one of the co-sponsors of this Seminar. Lowell came to the headquarters office of AVA in 1955 as Assistant Director and then moved into the Executive Director position in January of 1966. He's a little closer home now, I guess, than when he is in Washington, because he came to AVA Headquarters in 1955 from the State Department of Education in Illinois.

Lowell A. Burkett

Thank you, John.

President Harden, Bill, and participants in this conference. One of the most exciting experiences that I have had since becoming Executive Director of AVA on January 1, 1966, was the planning of this Conference. And now, we've reached the climax of our planning as it becomes a reality.

Approximately thirty years ago, vocational education issued a challenge to guidance counselors to work cooperatively in the interest of those to be served by vocational education. Although this challenge has been realized to a certain extent, it has never been fully realized. And now, AVA with its thirty-seven thousand members joins APGA, with its twenty-three thousand members, making up a force some sixty thousand members strong, to work together so that boys and girls, men and women, of this nation might realize their God-given potentials and talents for building a good life. Life today for our youth is very complex; the opportunity to choose a vocation is as complex as many of the other choices youth must make. Most of one's life is interwoven with his occupation and for that reason, the wise choice of an occupation is extremely important.

Occupational choices are governed to a certain extent by employment opportunities. Even if every youth could choose an occupation, he may be limited by the opportunities to follow his chosen vocation. It is in this area of helping youth make a choice that guidance counselors must be concerned. Perhaps as important is the help that counselors can give youth in translating their choices into productive lives. Vocational educators also have responsibilities in preparing youth and adults for a productive life. Needless to say, counselors must know how such preparation is achieved if they are to help students.

We are indeed fortunate to have Mr. John Odgers as the Coordinator of this Conference. His experience and understanding of the vocational aspects of guidance and counseling are reflected in the program for this week. The speakers to follow will bring insight that will help all of us do a better job. Each of you will make your contribution, and I firmly believe that the report of this conference will go down as an historical document in our respective fields of work.

The American Vocational Association is vitally concerned and interested in guidance and counseling. We know that it is essential to a sound vocational education program. We do not consider it as a separate or distinct entity from vocational education, but as an integral part of occupational preparation. It is my fervent hope that this conference, and many activities in the future, will provide the close cooperative relationships between us that must exist if boys and girls, men and women, are to be served by quality programs of vocational education. Without cooperation we cannot be successful, and if we fail, responsibility will be passed on to others outside education. I am, indeed, happy that on this day we are joining hands to work together. Thank you so much.

John G. Odgers

It's my privilege now, to introduce Dr. Willis Dugan. I guess, Bill, this is one of the first conferences you have attended since you have assumed the leadership role of APGA as Executive Director. It's a real pleasure to have you here. I'm sure that most of you know Dr. Dugan comes to the position of Executive Director of APGA from the University of Minnesota, where he was closely associated with counselor education and also had close working relationships with the Minnesota State Department of Education. Bill, it's wonderful to have you here.

Willis E. Dugan

Thank you very much, John.

President Ed, Lowell, and friends of vocational education and guidance. It seems fitting that both Lowell and I should give a word of greeting to this group because of the very fine relationship that exists between AVA and APGA.

One of the things that I would like to underscore that already has been mentioned is the fact that we in the field of guidance and counseling, are deeply appreciative of the long-standing working relationship between vocational education and our field. I can testify from personal experience of the great support that we at the University of Minnesota had from our State Department of Education, State Vocational Division, and the encouragement they gave us through their director and supervisor of guidance in supporting the expansion of our counselor education staff. I know that this has been true over much of the nation, and because of this we have a very warm feeling for the work of vocational education, the leadership of that group, and the continuing support that we are receiving.

A most important problem, today on the national scene, is the great concern for human resources. This is evident on every hand. As you read the legislation of the past three to five years and you see the great concern of government departments such as Labor, and Health, Education, and Welfare, you become impressed with the fact that this nation and its responsible leaders and institutions are deeply involved with problems of manpower development and manpower utilization. These are prime subjects which have a great deal of meaning to each of us for the present and future. When we find these concerns for human resources reflected and supported by national level programs, then we see indeed the implications of these concerns for local institutions, for state programs, schools, and out-of-school training programs of all types.

As I view these concepts of greater utilization of manpower, I observe at least three generalizations. These generalizations reflect the kind of feeling we have today about young people in particular. The first generalization is that we have a greater sensitivity now to what might be called individuality--a greater regard for uniqueness; a greater concern for understanding the individual as a person. I know that this general concept is deeply shared by responsible people in vocational education and vocational guidance. Another broad generalization that I see is a greater awareness for the powerful force of self-responsibility. When we consider the need for greater opportunities for exploratory experiences, for increasing motivation, for developing adequate training programs to inspire and encourage youth, we are really devoting attention to this force of self-responsibility. Finally, I would generalize that within this nation and within the institutions we represent, we hold a basic belief that the full development of youth power and manpower is possible.

As I have worked with counselors and counselor supervisors over a quarter of a century, I have found that many individuals have a much too narrow perception of people and the world in which we live. To remedy this, I continually try to impress upon teachers and counselors that there is a need for a broader perception of the meaning of talent. Too often we think of talent as being merely a high IQ or a capacity to perform in academic settings or in white-collar occupations. Actually, we ought to look for and build on the talent that each individual possesses. One of our jobs then is to search for that positive peak of talent within each individual that characterizes him.

I also see the need for a greater respect on the part of teachers, parents, and counselors for the wide range and variety of useful occupations we find in our country. One thing that constantly disturbs me is the ordering of an array of occupations in terms of some hierarchy. Such a hierarchy puts value upon occupations merely because of traditional status or the length of time in academic training required to achieve in certain occupations. Somehow, within our total educational program, we need to help people understand the dignity and worth of all occupations. We need to support youth in their selection of an occupation which may not call for graduate training, but calls for a responsible individual with a talent and an interest to find a meaningful occupation and to live a useful life. Somewhere within this conference, I hope that we might examine ways in which we may instill within the total educational program a broader perception of what people are worth and what their peaks of strength are, and how we can develop a greater appreciation for the total world of work. Thank you very much.

Address: THE INFLUENCE OF THE STATE GUIDANCE SUPERVISOR ON THE FUTURE OF VOCATIONAL GUIDANCE

Kennth B. Hoyt, Professor of Education,
University of Iowa

The role of the state supervisor of guidance, in the history of our movement, can be pictured in two words, which, depending on how they are spoken, pretty much tell the story. The two words are "what" and "influence." There was a time when these words were pronounced "What Influence!"; a second period when they were pronounced "What influence?"; and now a third period in which they are being pronounced as "What? Influence?" The first period extended approximately twenty years from 1938 to 1958, the second from approximately 1958 through 1964, and the third from about 1964 until the present. While these dates can be argued, it seems to me we would have difficulty arguing that these periods failed to exist.

In my opinion, the trend represented by this characterization of periods is most unfortunate. By this, I do not mean, "unfortunate" for the state guidance supervisor, but rather for the guidance movement as part of our public school system and the pulic school as part of American society. It is my contention that forceful action is needed now, to reverse these trends and restore the state guidance supervisor to the degree of influence held in the first period. (Please note I did not say the same influence.) Further, it is my hope that this conference will make a significant contribution towards accomplishment of that objective.

My purpose is to speak frankly about what I see as both the causes and some possible cures for this situation in the broadest possible manner. I want to use the specific illustration of influence on the development of vocational guidance only as one of several examples. Any notions you have that I plan to say only what you want to hear should be dispensed with immediately. I intend to lay a large portion of both the blame and the responsibility for action on the state guidance supervisors themselves. This will not be a "pleasant" presentation and it is not intended as such.

Clarification of the Periods

An expansion of the definition of the three periods represents a logical starting point. The first period--the "WHAT INFLUENCE!" period--represented one in which there was no doubt why the state guidance supervisor existed or what he had to do. Most of the state guidance supervisor positions existing during this period were created using vocational education funds made available through the George-Deen and George-Barden Acts. The state guidance supervisor was seen, in part, as a "missionary" for the guidance movement charged with responsibilities for convincing school administrators and school boards that they should initiate programs of guidance services. The "convincing" was done on very practical grounds primarily because no other grounds existed. When a school initiated a guidance program, the planners knew why they had done so and, in most instances, the state guidance supervisor had played a significant role in helping the school make this decision. In part, the supervisor was seen as an operations consultant to the individuals who were assigned duties as guidance counselors. That such individuals needed help could not be denied. In many cases, the new "counselor" not only did not know what to do or *why* he should do anything--he didn't even know *how* to do anything. The state guidance supervisor enjoyed status as an expert in spite of the fact that very few could be correctly classified as such. Certainly he was needed; his role was clear-cut and urgent; and he was in a position of influence. He was seen both as a defender of the needs of youth for guidance and a crusader for quality in all aspects of guidance.

The second and third periods can be described much more briefly here in that they will be further clarified when their causes are discussed. The second period--that of "*WHAT* INFLUENCE?"--was one during which the ability of the state guidance supervisor to influence the nature and conduct of guidance programs was under question. That this period has not yet disappeared from the scene will be all too obvious to many in attendance at this conference. The third period--that of "WHAT? *INFLUENCE?*"--overlaps with the second; and, I feel, accurately reflects current conditions in many states I visit. In these states, serious questions are now being raised regarding the RIGHT of the state guidance supervisor to assume a role of influence on the nature and conduct of guidance programs within his state. This "right" is being questioned because of conditions at both the local and Federal level with the state office staff being caught right in the middle. The fact that some state guidance supervisors may not perceive these last two periods as "real" does not necessarily mean that this is not the case. There has been an abundance of reality denial of late.

The Basic Causes

What created these latter two stages? Why have they and do they exist? Prior to discussing action steps to be taken, it is important that the basic causes contributing to these stages be identified and discussed. The causes are multiple and their patterning complex. The order in which they will be discussed is intended to carry no implications concerning their relative importance in any state.

Such causes are tied to the fact that change has come and some supervisors seem surprised. Some of the bases for being, which existed in the past, are with us no longer. For example, there are relatively few schools today still resisting the initiation of guidance programs. This is not to say they are pleased about it, but only that they have succumbed to a wide variety of pressures and influences causing them to begin guidance programs. A second and closely related change is to be found in the fact that, among the pressures and influences, the state supervisor of guidance is only one--and, in many cases, could not possibly be considered the most significant--factor in the decision. A third change is represented by the tremendous growth in competency witnessed among practicing school counselors, many of whom are at least as competent in performing the guidance function as are the state guidance supervisors in their states. Most practicing school counselors today do not have to depend on the availability of a state guidance supervisor in order to have ideas regarding how they should function in helping youth solve at least some of their problems. Whether they, in fact, know what they should know is, in one sense, beside the point, for they are convinced that they do. One kind of change, then, is represented by the fact that neither counselors nor schools need the state guidance supervisor for the same set of reasons for which he was needed in the past.

A second basic change has occurred in terms of relationships between state guidance supervisors and counselor educators. Where once counselor educators looked to state guidance supervisors for such mundane assistance as finding students, assistance in course construction, and assistance in job placement of graduates, they no longer feel a need to do so very often. Such problems, in the eyes of the counselor educator, do not now require the assistance of the state guidance supervisor for solution. Similarly, where once extra-institutional financial support for counselor education came largely through George-Barden funds administered under the direction of the state guidance supervisor, this situation no longer exists. In most states, the existence and continuance of counselor education programs no longer rests on whether or not George-Barden or other vocational education funds are available. Where once both state guidance supervisors and counselor educators existed because of public school guidance programs, it is now very common to find counselor educators whose interests in counseling and guidance extend considerably beyond the school setting--and it is not at all uncommon to find counselor educators who appear to neither care nor know much about public schools. The common thread of concern for professional existence which formerly held counselor educators and state guidance supervisors together is not nearly so strong nor so securely tied as it once was.

Finally, a third set of conditions contributing to changes in the perceived role of the state guidance supervisor is to be found in the multitude of federal legislation they are currently asked to help implement. If the task was difficult when only the George-Deen and George-Barden Acts existed, at least it was clear. Passage of the National Defense Education Act of 1958 has benefited state guidance supervision in many ways. Its effects have not all been positive, however, for, with this Act, there was implied a statewide emphasis on the intellectually able student, an emphasis on counselors rather than a total guidance programs, and an emphasis on testing which tended to put this part of guidance out of proper perspective. Then came the Manpower Development and Training Act which, while assigning primary counseling and guidance duties to the state employment offices, found many state guidance supervisors being asked to devote consultative and operational time to various facets of this new federal program. With passage of the Vocational Education Act of 1963, a renewed emphasis on vocational aspects of guidance was introduced which, as you know, represents the primary reason for this conference. This renewed emphasis asked state guidance supervision to add a concentration of guidance services for vocational education and prospective vocational education students to that already provided for the intellectually able under the NDEA. The Economic Opportunity Act of 1964 presented state guidance supervision with further problems especially in terms of guidance and counseling services connected with the Neighborhood Youth Corps. With passage of the Elementary and Secondary Education Act of 1965 and its public school emphasis on the disadvantaged at all age levels, a whole maze of further possibilities and responsibilities were added to the total array of challenges facing the state guidance supervisor. Each of these pieces of legislation has seen possibilities if not demands for additional staff in the state guidance office. It is no wonder that, under this diversity of laws, the role and function of the state guidance supervisor has become confused and uncertain--even to those who occupy such positions.

Each of the three basic changes has caused some to wonder what state guidance supervisors should be doing and others to wonder whether or not they have anything to offer which is really needed.

Needed Changes in Roles of State Guidance Supervisors

When one struggles for serenity, he is doomed by definition. We are in no more of a position to change change than we are to resist it. The only way we can live with change is to change ourselves. I would like now to turn to what I perceive as needed basic changes in the role of the state guidance supervisor.

As the necessity for influence on counselor function (i.e., methods and procedures used by counselors) has diminished, the importance for influence by the state guidance supervisor on counselor role (i.e., what counselors should do) has grown. As the necessity for showing counselors how to perform guidance duties has decreased, the importance of helping counselors understand why they exist in a school has increased. The gap between the "ivory tower" of counselor education and the "realities" of the public school has been growing rapidly in recent years. There is a growing need for the state guidance supervisor to serve as an influence in closing this gap through working with individual counselors and groups of counselors in his state. As counselors have become more knowledgeable with respect to reasons why students need them, they seem to have become relatively less knowledgeable with respect to reasons why schools need them. The state guidance supervisor must, it seems to me, keep, protect, and enhance his own views of guidance as part of a total school program. He must, in addition, work very hard in transmitting such views to employed counselors in the state. No less amount of contact with practicing counselors from the state office level is needed now than was needed 20 years ago. Rather, it is a different kind of contact made for a different set of purposes.

As the necessity for "selling" guidance to school boards and administrators has decreased, the importance of demonstrating the value of guidance to such groups has grown. The rapid increase in numbers of schools employing counselors since 1958 cannot be totally viewed in a positive manner. Where formerly few schools employed counselors, at least those who did could say why in terms of the stated guidance needs of their students. This is not true today in many, many schools of our country. As a result, misunderstandings arise concerning counselor role which are both unpleasant and uncomfortable for all concerned. More important, a lack of understanding exists with respect to legitimate criteria for use in evaluating the effectiveness of guidance programs. As the need to convince administrators of the value of guidance prior to its initiation in schools has decreased, the need to demonstrate the value of guidance after it has been introduced has increased. This, then, represents what I would regard as a second major change needed in the role of the state guidance supervisor.

As the needs of counselor educators for course syllabi have decreased, their needs for common sense regarding the content of counselor education programs have grown. As the necessity for convincing colleges and universities that they should teach some courses in counselor education has decreased, the importance of urging them to make and keep their programs realistic has grown. Both of these changes represent bases for major changes in the role of the state guidance supervisor. Both call for more, not less, contact between state guidance supervisors and counselor educators. The essential directional difference involved is that there has been a change from a perceived need of counselor educators to contact state guidance supervisors to a clear need for state guidance supervisors to contact counselor educators. There is, in my opinion, a major change needed in terms of a more aggressive role for the state guidance supervisor in making and maintaining contacts with the counselor educator. While, to be sure, it is hard to help one who doesn't feel the need for help, to fail to offer such help would be to fail one's professional responsibilities as a state guidance supervisor.

Another change has occurred which badly needs to be reversed. I am speaking here of changes brought about by the relatively rapid growth of federal funds available for use in support of local school guidance programs. The rapid increase in availability of funds has caused a change in the perception of state guidance supervisors from one of being an investor in quality guidance programs to being a dispenser of federal funds. This represents negative progress in my opinion. State guidance supervisors can't gain status by playing Santa Claus to counselors. The formulation of forms, the acquisition of affidavits, and the insistence on itemization cannot substitute adequately for knowledge gained through physical visits made to schools for purposes of determining how best to spend the federal funds available to us.

Each of these areas represents, to me, needed major changes in the role of the state guidance supervisor that will put him in the kind of position of influence badly needed by the guidance movement today.

Current Problems

The four changes outlined here are intended to represent major roles for the state guidance supervisor leading to positions of influence. There remains a final question having to do with the use of influence as problems of a temporal nature arise. I would like now to comment very briefly on this question by using two current problems as illustrations.

One obvious problem was created by the guidance provisions of the Vocational Education Act of 1963. The state guidance supervisor cannot lean on the law to justify his professional position and actions with respect to the vocational aspects of guidance. Rather, he must exert leadership based on the best professional judgements he can make. In so doing, he may choose to recognize that the students and prospective students of vocational education represent one of the most neglected portions of the secondary school student body. If he so concludes, what kinds of actions are appropriate? It is obvious that to emphasize any one part of the total program of guidance services at the expense of any other part holds potential for weakening the total program. Basic policy decisions representing a leadership position are needed. How can we provide additional emphasis to the vocational aspects of guidance while still retaining the essential unity of guidance services for all students? To what extent can and should direction and assistance be rendered in implementing the patterns of cooperative working relationships with public employment service counselors called for under the Act? Why haven't practicing counselors adequately met the needs of vocational education students in the past? What materials can be obtained for counselors which will help them help these students? What changes can and should be sought in counselor education programs? What patterns of working relationships should be established between guidance and vocational education personnel and how can these be put into practice? These and many other questions are appropriate for discussion and for action answers if state guidance supervisors are to discharge adequately their professional responsibilities.

A second major current problem which, it seems to me, state guidance supervisors must face is counselor certification. It was the state supervisors of guidance who, with leadership and assistance from the U.S. Office of Education, made the concept of counselor certification common throughout the country. At that time, the state guidance supervisor was viewed as one crusading for quality counselors. Today, the state guidance supervisor is seen by many counselor educators and by some practicing counselors as a retarder of progress towards the attainment of desired professional standards of counselor preparation. This, I feel, is a grossly unfair perception but, despite its lack of fairness, it exists. The basic reasons such perceptions exist have to do with the efforts of state guidance supervisors to keep some sensible perspective among the joint problems raised by the expectations of school administrators concerning counselor competency, the relationship of counselor certification to other kinds of certification in the state, the aspirations of the movement towards full professional status for counselors, and the severe problems of counselor supply and demand facing us throughout the country. There is much pressure currently exerted in more than one state to lower counselor certification requirements as one expedient means of reducing counselor shortages. It seems likely this pressure will be increased now that the new guidelines for NDEA Counseling and Guidance Institutes which, for the first time, do not require that those finishing Institute programs meet state certification standards, have been put into effect. Such pressures will, it seems likely, be countered by the accepted ACES standards to be applied to counselor education programs which include the concept of a two-year graduate training program for counselors. Some balance must be struck among all of these kinds of pressures, to provide the highest possible quality counselors consistent with the practical realities of the times. I know of no group with greater promise nor more obvious responsibility for providing such balance than state directors of guidance. To exert leadership in this area would do much to restore the perception of the state guidance supervisor as a person of rightful and deserved influence.

Summary Statement

It seems to me it is time for state guidance supervisors to devote serious self-study, sober reflection, and arrive at thoughtful resolution of issues holding implications for action. It is past the time for action in only a single state. It is time for a national unity of state guidance supervisors for purposes of formulating and taking actions aimed at improving guidance services in public school settings. Some, to be sure, will contend that such an objective is too narrow for these times. I would contend, however, that sometimes there is virtue in the exercise of narrowness so long as the knowledge gained is applied in a broader perspective. For state guidance supervisors to band together now would not mean that they should not also be part of a broader group. It would hold potential for helping each establish his own identity and for helping the position of state guidance supervisor regain a position of positive and constructive influence in the counseling and guidance movement. Such a position is badly needed.

Reactions: Henry L. Isaksen, Florida State University, Tallahassee, Florida

Paul Munger, Indiana University, Bloomington, Indiana

Benjamin Shimberg, Educational Testing Service, Princeton, New Jersey

Henry Borow, University of Minnesota, Minneapolis, Minnesota.

Henry L. Isaksen

First of all, I'd like to say that I think Ken has given us some insightful and challenging thoughts. I appreciate them and I'm sure that the state supervisors present do, too. I wondered, Ken, as you were talking, if you were going to discuss elementary guidance. Here is an area where I think state supervisors can provide leadership. We're still top heavy; we have many guidance programs in secondary schools but very few programs at the elementary level. I would challenge state supervisors as well as counselor educators to do something to really get moving in this area. We have some promising projects underway, but I think that in general our ideas about elementary guidance have not come into focus. Perhaps some of the things you said about the lack of need for defining the counselor's role at the secondary level do not apply at the elementary level.

The second comment is that I'd like to bring a group of counselor educators together and have Ken give them the other side of the coin. Counselor educators need to hear these same points, too, and I speak as a counselor educator. Also, I suspect most of you who are supervisors will agree that it isn't just the state supervisors who need help in defining their role, and in providing leadership, but certainly counselor educators need help in defining their role, too. With that I'll defer.

Paul Munger

I'd like to comment on the same position--the position of the state supervisors. This was referred to in Ken's talk of a few minutes ago. As Ken has pointed out, state supervisors were largely responsible for the professional stance of counselors and worked hard for benefits to the counseling field. As professionals in the field of counseling we need standards for counselor education, especially in working with the Federal government. I feel that we have waited three years too long in applying them. The standards may have been effectual in dealing with representatives of the Federal government in the two CAUSE programs and in the recent policies expressed in the current manual for the preparation of proposals for Counseling and Guidance Institutes of the U.S.O.E.

While both of these programs have many worthwhile aspects, they have missed principal points that are crucial to what the counselor does and what his preparation should be.

Ken Hoyt could have pointed out in his historical summary that the counseling profession evolved from an educationally oriented discipline into a counseling oriented discipline. This is apparent when we consider the movement toward professionalization in the preparation and employment of counselors for the Employment Service, rehabilitation agencies, and for college counseling services.

Ben Shimberg

Near the end of his remarks, Ken observed that maybe we had neglected the vocational student and he asked how we could provide additional emphasis to the vocational aspect of guidance while still retaining the essential aspects of a broad, basic guidance program.

This goes to the heart of a pretty basic issue because too many of our high school counselors seem to equate college counseling with guidance. They are enraptured with the academically-oriented student. They know that the parents of these students are eager for their sons and daughters to receive information about colleges and help them in getting into a good college. And since this is where they know they'll get recognition and appreciation, this is where they put their emphasis. The counselor knows that he'll have a fight on his hands if he suggests to a parent that perhaps his son ought to consider a vocational program. But most of the time he isn't even thinking of that alternative. He thinks of college as the primary route to self-fulfillment in our society. Such thoughts develop from his own middle-class orientation. He just doesn't know what to do with the students who are not college-oriented.

We have a fantastically difficult and important job to do in re-orienting counselors and preparing them to meet the needs of all students; those who are planning for college as well as those who may wish to consider other alternatives. This conference is a move in the right direction. At least we now have some of the leadership in guidance talking face to face with the leadership in vocational education. I hope a real dialogue develops and that we can form friendships and arrive at understandings that will percolate down to the operating level.

Henry Borow

I have listened with a good deal of interest to what Dr. Hoyt has had to say. I don't know whether or not his charge is true that state supervisors of guidance are neither as influential as they used to be or as they ought to be. Insufficient familiarity with the national picture places me in the untenable position of having to respond out of ignorance to what Ken may have offered out of bias.

It seems to me, however, that Ken may have overvalued the influence of the state supervisor in the 1938-58 time period and undervalued the contributions they have made since then. Speaking subjectively, I held the view for many years, rightly or wrongly, that state supervisors of guidance had very little influence on the comparatively few counselors we were then fortunate enough to have out in the field, and I was dismayed about that state of affairs. Today, however, as I meet with counselors and state supervisors in various sections of the country, I have come away with the impression that they are able to do things, and indeed, are doing things which, under the circumstances of a few years ago, it would not have been possible for them to do.

I certainly would have to agree with Dr. Hoyt that the quality of counselor competence is on the rise. There appears to be little doubt about this. At the same time, it is necessary to point out, and I know Ken fully shares the concern of many of us about this, that there are those who would like to undercut counselor certification requirements because the growing demand for counselors is outstripping the trained supply. For this and other reasons, no one can for a moment allow himself to be complacent about the status of our conselor education programs.

You will also recall that Ken asserted that the increase in the competence of the state supervisor has not kept pace with that of the counselor. I am really not prepared to debate this statement. However, if what Ken was implying was that the effective state supervisor, out of the character of his position and leadership obligation, should somehow be superior to the counselors in his state in all respects, my reaction would be that this represents an unreasonable and perhaps irrelevant basis for judging the work of the state supervisor. The fact that he is a supervisor does not mean that he requires a level of professional mastery that is superior to that of the counselors with whom he works. I am not going to ask Ken whether he believes that every dean he has worked under was superior to him in every respect for I think I know what his answer would be. Obviously, it is not my thesis that the state supervisor need not be competent nor that he ought not to be as well prepared as possible. But I do believe that, while he should have many of the understandings and skills of the well-trained practicing counselor, he has some involvements and some duties which differ from the counselor's. Let us see how well he is doing with these obligations.

Of late, I have been impressed and gratified by the active commitment I think I have observed in a number of states on the part of the state supervisor toward helping counselors do a better job. Some events have occurred, of course, which have made it easier for state supervisors to get off the ground and to cultivate an interaction with counselors. Their positions have changed and their functions have been changing. I must agree with Ken that perhaps not all state supervisors may be as fully aware of the potentialities which have been made available to them because of modifications in educational structure and policy. Of course, everyone knows that assistance to counseling has increased significantly through recent legislation at both state and federal levels. It is unthinkable that any state supervisor would be unaware of these enactments or that he would fail to work with the schools and counselors of his state to implement their provisions. I find that most of the state supervisors I have met are doing their job in this regard.

Still, I think I understand Ken Hoyt's concern that the state supervisor, precisely because of the recent Federal enactments in support of guidance and counseling services, could soon come to be seen as primarily a fund-garnering-and-dispensing agent. The temptation that this might occur is very real since to assign someone broad responsibility for the procurement and management of funds is to assign status and power. There is, of course, another way of looking at the problem. The funds are there, and there can be no doubt that they are needed to broaden and strengthen counseling services. The state supervisor, who potentially commands one of the best perspectives on current status and on existing and future needs within his state, ought to be actively involved in the drafting of proposals in support of research, program development, and workshops. He ought further to be involved in many instances in the administration of support funds. He is, in fact, so involved in many regions. In some of the states I have visited, I found myself asking a silent question about who would be doing these things, who would be implementing the various provisions of the many federal enactments aimed at improving guidance services were there not a sensitive person sitting in the chair of state supervisor.

I think it fair to recognize, too, that state supervisors of guidance seem to be doing some important things in addition to managing funds. Many of them are working in states which are experiencing a rapidly expanding corps of school counselors. By and large, these counselors are very probably better trained than their predecessors, and the fact that they are more competent means that they ought to be more receptive to the kind of expertise that a knowledgeable state supervisor is qualified to give. What assistance is he qualified to give? As one example, I have found that a number of supervisors have been arranging productive local, regional, and state meetings on matters related to counseling methods, legislation, certification, and the special needs of particular groups within the student population. Additionally, many local schools are planning and financing pre-school counselor workshops with the assistance of the office of the state supervisor.

Those of you who are state supervisors are probably feeling very good about all of this. It is pleasant to have one's cause championed and one's existence vindicated. Yet, I must tell you that I think that, in part, Ken Hoyt's charges are correct and that I, too, share some of his concerns. It is true, after all, that a lot of things need to be done at the state level that are not being done. It is true that the new potentialities for leadership and service have not been grasped or realized by state supervisors in all instances. And precisely the same indictment, if it is an indictment, can be made against counselor educators and vocational educators. I take it that this is what our conference is all about.

Second General Session

Address: RECENT CONFERENCES ON CAREER DEVELOPMENT AND VOCATIONAL GUIDANCE

Henry Borow, Professor of Psychological Studies,
University of Minnesota

Through federal enactments and numerous instruments in support of occupational training and guidance, the nation has made clear its belief that the advancement of the economic and social welfare of its citizens is linked to their role as workers in a productive society. The Area Relocation Act, the National Defense Education Act, the Manpower Development and Training Act, and the Vocational Education Act are all manifestations of this conviction. During the past several years, concerns about the needs for improved and expanded programs of vocational education and vocational guidance have motivated the planning of a series of national conferences. It is with a review of the aims and contents of four recent such meetings that this report will deal.

While the focus here will be upon conferences specifically devoted to professional issues in vocational guidance, it may help place developments in more balanced perspective to direct brief attention to several assemblies on closely related themes which were held in the months immediately preceding the half-year period (December 1965-May 1966) to be covered by this presentation. Under the auspices of the Division of Counseling Psychology of the American Psychological Association, the Greyston Conference on the Professional Preparation of Counseling Psychologists was held in January, 1964. Under the co-chairmanship of Donald Super and Albert Thompson, who also served as co-editors of the proceedings, the conference undertook a critical examination of current problems in the training and work functions of counseling psychologists and drew up a set of recommendations for quality improvement. The conferees' concern with problems of occupation adjustment and with the urgent need to train counseling psychologists to deal with them is clearly expressed in the form of a resolution directed to the Executive Officer of APA, stating

> "Whereas four million students in American colleges, preparing for leadership positions, cope daily with questions of roles and values in a world which is increasingly complex; six million adults, adrift in a rapidly automated economy, face aggravated problems of placement in the world of work while uncounted others are concerned with changing and sometimes conflicting roles, more than a million adolescents leaving high school with diplomas but not going on to college flounder and are uncertain because they, too, do not seem to fit in; and additional millions of Americans of various ages, handicapped by years of cultural disadvantage, stagnate in apathy or seethe in discontent; And whereas the mental health needs associated with these roles and conflicts are those

with which counseling psychologists are peculiarly prepared to deal;

> "Be it resolved, by this Conference on the Professional Preparation of Counseling Psychologists, this 26th day of January, 1964, that the National Institute of Mental Health be asked to support a conference of directors of counseling psychology training programs and of appropriate representatives of the American Psychological Association, to consider the need for more adequate support of such programs, leading to the strengthening of their capacity to produce psychologists of a type and in the numbers required to meet these social needs." (Thompson and Super, 1964)

Concern from a different direction about the need for competently trained counselors to perform services under the newer manpower and social welfare legislation led to an unusual invitational conference on Government-University Relations on the Professional Preparation and Employment of Counselors. The impetus here was furnished by the Panel on Counseling and Selection of the National Manpower Advisory Committee, chaired by C. Gilbert Wrenn. The project was administered by the University of Missouri under contract with the Office of Manpower, Automation and Training and the U.S. Office of Education. John McGowan served as Project Director. The conference planned by the Project's Task Group was held in Washington, D.C. in June 1965 and resulted in a significant document titled, Counselor Development in American Society, edited by McGowan. Mention should be made of three additional projects which were conducted at approximately the same time: (1) a Conference on New Directions in Vocational Guidance, sponsored by Queens College of the City University of New York in October 1965 under terms of the Vocational Education Act, Section 4(c); (2) an interdisciplinary conference on career development and vocational education, also supported by the U.S. Office of Education, and called by the Center for Research in Occupational Preparation (CROP) at the University of Oregon; (3) a report of the Joint Committee on Career Guidance in Science (involving appointed representatives of the American Personnel and Guidance Association, The National Science Teachers Association, and The Scientific Manpower Commission). The report of the Joint Committee was published in December 1965 under the title, Toward Cooperation in Career Guidance in Science.

While this reporter is familiar with the official written reports growing out of the forementioned projects, he did not have the opportunity to attend these conferences. The bulk of the discussion that follows will be devoted to four national conferences on vocational guidance in which he participated. Each was funded by the Division of Adult and Vocational Education of the U.S. Office of Education. They were, in chronological order:

(1) Vocational Aspects of Counselor Education. Airlie House Conference no. 1, sponsored by The George Washington University; Carl McDaniels, Project Director; Eli E. Cohen, Conference Chairman; December 12-15, 1965.

(2) Guidance in Vocational Education: Guidelines for Research and Practice. A National Interdisciplinary Seminar. Sponsored by The Ohio State University, Center for Vocational and Technical Education; Robert E. Taylor, Director; Robert E. Campbell, Seminar

Chairman, Columbus, Ohio; January 12-14, 1966.

(3) Occupational Information and Vocational Guidance for Noncollege Youth. Sponsored by the University of Pittsburgh in conjunction with the Communication in Guidance Project; Ann M. Martin, Project Director; Raymond Hummel, Conference Chairman; Pittsburgh, March 11-13, 1966.

(4) Implementing Career Development Theory and Research Through The Curriculum. Airlie House Conference no. 2, sponsored by the National Vocational Guidance Association (a Division of the American Personnel and Guidance Association); W. Wesley Tennyson, Project Director; Kenneth B. Ashcraft, Conference Manager; May 1-4, 1966.

First Conference: Vocational Aspects of Counselor Education

Several considerations appear to have led to the planning of the conference. Among these the following may be cited:

(a) Despite accelerated research in the career development field and growing interest in the vocational guidance needs of youth, there is little evidence of improvement in either the quality or amount of bona fide vocational guidance in the schools. The bulk of the school counselor's attention is still devoted to such tasks as curriculum planning, academic advising, and assistance in the selection of college.

(b) A wide chasm continues to separate the assumptions, interests, and practices of school counselors and vocational educators, despite a growing inclination of these two groups of professionals to be aware of one another and to want to cooperate.

(c) A need exists for a reasoned set of research priorities in the fields of career development and vocational guidance which can spur improved counselor education programs as they bear upon the strengthened preparation of school counselors for vocational guidance services.

A series of five background papers was prepared for the conference. Kenneth Hoyt's (University of Iowa) paper on Needed Counselor Competencies in Vocational Aspects of Counseling and Guidance identified factors contributing to the school counselor's ineffectual role in vocational guidance and outlined a set of premises and principles requisite to the improved vocational counseling of school youth. The paper by R. Wray Strowig and Philip Perrone (University of Wisconsin) reported the results of a survey of current training approaches pertaining to the vocational aspects of counselor education. From their study, these men identified four significant current issues which they felt counselor educators must face (e.g., "Should there be emphasis on the study of vocational development rather than on vocational information in preparing and upgrading counselors?") and they offer a detailed set of proposals for the conferees' consideration dealing with improved counselor preparation. Henry Borow (University of Minnesota) identified the benchmarks of the newer models of vocational development, summarized relevant recent career development research, and described a profile of the counselor educator of the future as suggested by these latter day conceptual and research contributions.

John W. Loughary (University of Oregon) set forth an information processing model for those elements in the counselor's total task concerned with vocational problems, identified selected research and development problems growing out of the model, and illustrated the model through references to computer-based information systems and to various presentation modes such as tape-film occupational information packages which can be stored and presented by a specially devised apparatus. Theodore Cote (now at Temple University) reviewed recent federal enactments bearing on vocational education and guidance, traced the intent of specific pieces of legislation and highlighted the implications and potentialities of these acts for the counseling profession.

A distinctive feature of the conference was the creation of small work groups of conference participants who were assigned the tasks of recommending specific guidelines for strengthening the occupational aspects of the counselor education curriculum and for identifying areas of research basic to the improvement of the vocational elements in counselor education. As a necessary intermediate step in framing high priority research issues in this domain, the research work group attempted to draw up a set of vocationally relevant behavioral outcomes toward which the vocational counseling of school youth should aim. The resulting list of criteria, which is presented below, makes clear that present-day deliberations about the vocational aspects of counselor education go beyond traditional and exclusive concerns with vocational choice and come to grips with broader developmental aspects of counselee maturity through guidance experiences.

Vocationally Relevant Behaviors Desired for Youth

1. Appreciation of work as a valued and enduring social institution ("work" broadly conceived).
2. Acceptance of the responsibility for one's vocational planning.
3. Knowledge of educational and vocational resources.
4. Understanding and acceptance of significant data about self.
5. Understanding of the kinds of data required for self-appraisal.
6. Understanding and use of resources to maximize self-potential.
7. Understanding the inter-relatedness of occupations (e.g., job family concept).
8. Understanding of occupation as a major determinant of life style (e.g., occupation as a way of life).
9. Ability to perceive and accept life experiences as reality testing.
10. Awareness of consequences of decisions and the disposition to accept them.
11. Awareness of decision-making as a chain process.
12. Ability to deal selectively with the environment by modifying it or adapting to it, as circumstances require.

Second Conference: Guidance in Vocational Education

The raisons d'être of this conference were rooted in the persistent awareness of (a) automation and the new technology, their growth and impact upon the economy, (b) the nation's changing manpower requirements, (c) the changing composition of the national labor force, and (d) the far-reaching modifications currently reflected in our educational systems. Robert Campbell, in addressing the need for such an interdisciplinary seminar, noted that the decade of the 1960's is bringing approximately 26 million new workers into the labor market, a 50 per cent increase over the previous ten-year span and one which confronts both vocational educators and guidance personnel with formidable problems and challenges in their attempt to help youth bridge the gap between school and work. Foreseeing the need for long-range planning, Campbell specified among the hoped-for outcomes of the conference those of encouraging exchange between the relevant disciplines, stimulating interdisciplinary research, assisting educators and administrators to define policy and program guidelines, and contributing to a reduced time lag between research and practice.

The Ohio State seminar chose as its primary target group the post-secondary non-college population. Emphasis throughout was chiefly on the training and guidance needs of that portion of youth destined not to pursue college careers. The interdisciplinary approach to a wide assortment of guidance-related issues drew on the insights of specialists representing career development theory and research, occupational and industrial sociology, occupational and industrial psychology, labor economics, vocational rehabilitation, disadvantaged groups, data processing and computer technology, and counselor education.

Walter Arnold, Assistant Commissioner for Vocational and Technical Education in the U.S. Office of Education, presented the case for an interdisciplinary approach to guidance within vocational education. Howard Rosen, a government labor economist, delineated the changing occupational scene and manpower projections, and he documented the growing importance of women as a labor force factor. Rosen raised some hard questions for both vocational educators and guidance professionals, questioning particularly the degree of flexibility which current training gives counselors for dealing with rapid social and economic change. Edward Gross (University of Washington), a sociologist, pointed up the need to prepare workers to deal with sets of role relationships which go beyond the formal work duties but which are nonetheless essential to the worker's success and to his career progress. Gross, noting further the tendency of large firms to employ increasing percentages of the total working population (currently about 60 per cent of the national labor force), showed how this trend alters the conditions and values associated with the work experience and, by implication at least, suggested that this circumstance has significance for those who must prepare youth for effective adjustment to work.

The seminar dealt with the long-standing and widespread (but indefensible) practice of channeling only students of below-average scholastic ability into vocational curricula in the schools. A panel of speakers, proceeding from the successive perspective of public relations, vocational education, sociology, and organized labor, considered the problem of how the image of vocational-technical training programs might be improved. On the basis of the series of conference presentations and discussants' reports, Wesley Tennyson (University of Minnesota) outlined a series of relatively specific guidelines for vocational guidance practice in the vocational education setting of the future. His recommendations included the following:

1. Guidance is a process of helping the individual to examine his life experiences to the end that he may know and choose himself and his actions more clearly and purposefully.
2. Both teachers and counselors have roles to play in guidance, but the counselor should make a unique contribution to the vocational program.
3. The educational-vocational framework provides the most logical rationale for pursuing discovery of self.
4. The criterion to be employed in defining the role and functions of the counselor in vocational education is psychological consistency.
5. There is a job for both vocational educator and counselor in providing experiences which enable the student to identify suitable social work-roles.
6. The myth of the individual with a single occupational value can no longer be supported as a basis for vocational guidance practice.
7. Guidance in vocational education cannot escape its responsibility to develop the abilities and talents of all individuals.

Henry Borow proposed a set of fourteen guidelines for research growing out of the various conference presentations. Among these was the recommendation that increased research on socialization processes in young children be supported so that we may better know how children culturally acquire their occupational values and perceptions, many of which are distortions and deterrents to satisfactory vocational development. He further proposed research which studies the vocational teacher as an adjunct counselor and which assesses his influence on the student's career development. Campbell's retrospective conference summary (a) noted some consensus on the goals of guidance in vocational education but found an obvious lack of clarity on how those goals are to be achieved, (b) endorsed the team approach to initiating and conducting vocational practices in the context of vocational education, using the vocational rehabilitation interdisciplinary approach as a general model, (c) strongly recommended that the basic supporting disciplines, notably psychology and sociology, be drawn upon in building improved models of vocational guidance for vocational education, and (d) proposed that exposure of the child to concepts of work be provided for much earlier in the curriculum, specifically, at the early school level.

Third Conference: Occupational Information and Vocational Guidance

As indicated earlier, this conference was initiated by the Communication in Guidance Project at the University of Pittsburgh and was in part designed to feed new information and strategy back to that project. The aim of the Communication in Guidance program is to develop for use in guidance new types of occupational information which will (a) effectively utilize a broad range of educational communication media (multi-media approach), (b) reflect the emerging principles of career development and knowledge of the changing occupational structure, and (c) effectively reach a subculture which is relatively non-verbal, non-competitive, and poorly motivated in academic situations. The project has generated a systems approach to the development and use of occupational information. In this system, the student, teacher, and counselor are regarded as the human components and materials and processes as the "machine" components.

Based on her work with James Coleman, the Johns Hopkins University sociologist, Sarane Boocock reported on the experimental use of simulation games for vocational counseling. These are the same life career games which are now receiving experimental study with students in the San Diego, California area. Used typically in a class such as social studies, the games simulate a career environment and are designed both to arouse interest and to provide students with practice in decision-making. Reporting from her informal observations, Boocock asserted that the games are powerful motivators, particularly with underachieving and marginal students. Students appear to learn from them and they are judged to have potential for changing the orientations and attitudes of adolescents in the realm of personal planning.

Edward Roeber (now of Indiana State University) examined the question of giving students indirect exposures to the world of work. To combat the commonly held but erroneous notion that career development experiences begin in adolescence, Roeber proposed a graduated series of career guidance exposures, beginning in the early elementary school years. These exposures, Roeber believes, involve two broad types of learning, one concerned with the nature of career development processes and the other with the nature and meaning of work, education, and leisure time. Roeber envisions a system by which these two learning categories may be introduced in spiral fashion, beginning with simple types of exposures and extending to wider circles of exposures, according to the developmental levels of children.

James Altman (American Institutes for Research) proposed a way of structuring knowledge about occupations, this structure taking the form of a continuum of five general and overlapping stages. Each stage is characterized by a type of human capability and by a kind of occupational information which serves to establish that capability. The five stages of capability involving occupational knowledge represent a way of looking at the nature of vocational development and are identified by Altman as (1) vocational awareness, (2) career planning ability, (3) general vocational capability, (4) neophyte capability, (acquired through vocational training in a given field), and, at the top of the developmental hierarchy, (5) journeyman capability.

Martin Katz (Educational Testing Service) identified common pitfalls in measuring the outcomes of guidance. He saw the essential function of guidance as one of reducing "the discrepancy between a student's untutored readiness for rational (decision-making) behavior and some hypothetical ideal state of knowledge and wisdom." From this generic function we can derive the relevant criterion categories in the evaluation of guidance practices. Such criteria, according to Katz, strike at the student's (1) ability to ask himself the right questions about his vocational planning, (2) knowledge of sources of information and the ability to use them, and (3) ability to collate information in building self-understanding and mediating decision-making.

Fourth Conference: Implementing Career Development Theory and Research Through the Curriculum

Recent work in career development has been responsible for a shift in vocational guidance emphasis from choice of occupation to the fostering of vocational maturity. With respect to this broader emphasis, it is becoming clear that the restricted dyadic relationship between counselor and counselee does not, in itself, allow for a sufficiently wide range of guided experiences. Increasingly, the informed use of curriculum is seen as a potentially fruitful means of facilitating vocational development. It was out of such reasoning and an awareness of the growing body of facts and insights concerning the career-related behavior of youth that the National Vocational Guidance Association called its May 1966 national conference.

Underlying the conference were the tacit assumptions that teachers and the schools have become increasingly interested in career development principles but lack a repertoire of instructional materials and a *modus operandi* for introducing the principles into the curriculum. Dissatisfaction had arisen with older, *a priori* techniques for promoting vocational guidance in the schools but new working models were not available to supplant them. The conference was seen as a preliminary step in performing the bridging operation, that is, in beginning to translate career development theory and research into curricular practice. Furthermore, an interdisciplinary attack on the problem was strongly indicated. The conference participants, thus, were drawn from the ranks of curriculum specialists, school administrators, and vocational educators, as well as from the ranks of counselor educators, and career development specialists. Officers of the Association for Supervision and Curriculum development assisted with some aspects of the conference planning and participated actively in the conference itself.

Arthur W. Foshay (Teachers College, Columbia University) outlined strategies for curriculum change by which career development subject-matter units might be effectively introduced into the schools. He proposed that the school be considered as an ecological system and that the system be entered (with new curriculum notions) through (a) the school hierarchy, by gaining the support and commitment of the *de facto* leadership, (b) the supporting community, by seeking to modify what the community is willing to endorse, (c) the materials of instruction which, obviously, would have to be augmented with new and appropriate career development materials, (d) the teachers, by changing their beliefs about what should be taught, and (e) the students. Foshay further asserted that, to bring about changes in the curriculum, it is necessary to adopt a comprehensive innovation strategy coupled with the means for local tryout and evaluation. If the school curriculum is to be penetrated, it is important to focus attention on the teacher education program since it is the teacher, in the last analysis, who must believe in new curriculum ideas, who must be committed to them, and who must have competence in their ability to transmit them to students.

Aaron Levenstein (City College of New York) analyzed the changing meanings of work and pointed up the dilemma posed by "meaningless" jobs in a highly industrialized, affluent society. He contended that while work remains essentially the chief means by which the adult establishes his link with reality (i.e., with the social order) and, thus, by which he learns his self-identity, the impersonal, fragmented nature of work in today's complex and sophisticated industrial system makes it very difficult for many jobs to fulfill this psychological need. It was Levenstein's conviction that any job that society is willing to pay for has economic value and, hence, human meaning. Our task is to convey to the worker this value and this meaning. Levenstein saw this problem as a serious challenge to society in general and to the counselor in particular, although he did not specify how the counselor might infuse routine industrial jobs with meaning and "psychic income" for the workers who occupy them.

Gardner Murphy (Menninger Clinic) traced the childhood roots of productive behavior. He drew on the concept of "progressive mastery" to explain how the child learns to act upon and manipulate his environment through his developing problem-solving skills. The child's early history of progressive mastery bears upon his later vocational development and sets the stage for his occupational attainment. Donald Michael (University of Michigan) discussed the potential effects of rapid and pervasive technological change upon the human life styles of the future. In view of the social risks he felt the future would present, he contended that the fostering of career development through education must include a prominent place for ethical values. "What we will need," said Michael, "will be wise people, humane people. Under these circumstances, if career planning and the techniques for accomplishing career development, such as curriculum change, are in fact effective, it will mean that not only will youth be transformed in the process, but so, too, will those adults directly and indirectly involved in the process."

Summary Observations

While one cannot confidently establish the future directions of vocational guidance from an examination of the various conference experiences reported here, the following needs and trends appear to the writer to be among those most clearly discernible.

1. Guided experiences in the cultivation of career development will become more common in the early stages of formal schooling.

2. One-to-one counseling will be steadily supplemented by a variety of career guidance programs, including those centered in the curriculum, which will broaden and enrich youth's productive encounters with the environment.

3. The interdisciplinary approach to career development will grow both in research and practice. The link between vocational guidance and vocational education will become stronger.

4. The dissemination and use of occupational information and of career development research findings will be improved and extended through computer-based facilities and information systems like the ERIC Clearinghouse on Counseling and Guidance.

5. The devising and pilot testing of systematic career development and vocational guidance programs will become more prominent. The installation and evaluation of experimental guidance systems in

natural school and community settings will be accorded a higher priority than in the past.

6. Much more attention will be given to the development of a wide variety of research-based vocational guidance instructional materials to implement the principles of career development which are now beginning to receive wide acceptance.

7. The curriculum of counselor education will attach new importance to career development principles and vocational guidance practice. This instructional change will subsequently be reflected in the increased quantity and quality of vocational counseling and career guidance activities, particularly in the schools.

Third General Session

Panel: STATE LEVEL GUIDANCE RESPONSIBILITIES, PROGRAMS, AND NEEDS AS VIEWED BY STATE DIRECTORS OF VOCATIONAL EDUCATION

Lowell A. Burkett,	Chairman, Executive Director, American Vocational Association
Everett P. Hilton,	Assistant Superintendent, Vocational Education, Kentucky
Cecil E. Stanley,	Assistant Commissioner of Vocational Education, Nebraska
Byrl R. Shoemaker,	Director, Division of Vocational Education, Ohio

Lowell A. Burkett

It's a real pleasure as a representative of vocational education to come before this group and I am sure that the panel members are looking forward to the opportunity to express some responsibilities, programs, and needs as they view them for state level guidance services. We have on the program this morning three directors of vocational education and I would like to introduce them to you at this time. The first speaker will be Mr. Everett P. Hilton, the State Director of Vocational Education in Kentucky. Next, we will hear from Mr. Cecil Stanley, the Assistant Commissioner of Vocational Education for the State of Nebraska. Finally, we will hear from Dr. Byrl Shoemaker, the State Director of Vocational Education in Ohio. Two of these gentlemen are past Presidents of the American Vocational Association and, I am sure, that if we can keep E. P. Hilton around long enough, we may have him as President of the American Vocational Association in the years to come.

We will open the presentation this morning on the topic "State Level Guidance Responsibilities, Programs and Needs as Viewed by State Directors of Vocational Education" with Mr. E. P. Hilton expressing his point of view first.

Everett P. Hilton

Ladies and gentlemen, what I have to say this morning is rather elementary, but I feel is worth repeating. Schools exist so that boys and girls, men and women, might have the kind of educational programs that fit them for life. Thus, the total school program must be geared to help them make these adjustments. To me, guidance and counseling is one service in the school. It must be in tune with and a part of the total school program. It is not something separate. It must have a coordinating and supplementing effect. As directors of vocational education it is our responsibility to see that schools have the kinds of programs they need and a good guidance program in any state depends, to a large extent, on the vision, enthusiasm, and leadership of the state staff. State staff have a responsibility for developing the framework in which a guidance program can operate. This framework must be developed within a philosophy of education and must contain procedures for implementation as it concerns vocational education.

Vocational guidance is just one part of the total guidance program. Each school should have a guidance program and I would like to emphasize the words guidance program. Because the school has a guidance counselor does not necessarily mean it has a guidance program. Guidance and counseling will be done in a school even though a counselor may not be on the staff. Each teacher, each supervisor, and each administrator will be doing some counseling. It may be good, it may be bad. Some of the counseling given by one teacher may negate the counseling given by another. No teacher who comes in contact with pupils five days a week, nine months out of the year can help but have some influence. If the teacher happens to be popular, he will have a great deal of influence. Coaches are examples of what I am talking about. If you have a good coach, the boys will try and follow his example. Sometimes our teachers are not aware of the fact that by their very actions, their dress, and their attitudes toward things in life, they are influencing the lives of the boys and girls with whom they come in contact.

It is highly important that each school has a guidance program, a program that has clear-cut objectives and well defined goals. The program must not be just the program of the counselor; it must be a total school program of the teachers, administrators, and students. And, if it is to become the total school program, each of the persons involved must have a part in its development. In the development of a guidance program the counselor plays a leading role. To me he is the technician, the one who takes the lead in developing guidelines and procedures for the program. If he is to do this he must have a well stated written philosophy for the total guidance program that is accepted by all concerned.

When a guidance program ceases to be the school's program and becomes only the counselor's program, then it has lost its effectiveness. This program concept is just as true for the state guidance staff as it is for local counselors. The state guidance program must be the state department of education's program as well as that of the state guidance staff.

Four steps are essential in developing a good guidance program whether it is on a local or state level:

1. A good program must have clearly stated and well defined objectives. These objectives should cover all phases of the program with particular emphasis on the concerns of each boy and girl.

2. After each objective, obtainable goals must be listed. Some goals may be reached in a short time while others may require years to accomplish.

3. Ways and means of obtaining these goals on a state level must be enumerated. It is here that guidance programs influence instruction, course content, and involve everybody concerned. The following example illustrates this point. In our state one of our staff members conducted a survey of industry in a 16-county area to find out what industry wanted from our schools; where we were deficient. One of the things that surprised a good many of our school people was the fact that the graduates of our high schools and even of our colleges didn't know how to apply for a job. They didn't know how to fill out an application form correctly or how to conduct themselves during a job interview. This might be an illustration of one goal a school

has; to prepare students to obtain jobs. Topics such as "How to conduct yourself in a job interview?" and "How to fill out a job application form?" might well be introduced into the English or social studies curriculum so that every student leaving school knows how to conduct himself in a job interview and to properly fill out a job application blank.

4. Ways of evaluating the accomplishments under each goal are needed. In our state this year we are trying to develop the procedures and criteria for evaluating all of our programs including our vocational guidance program. We shall try to develop the criteria and procedures for evaluating guidance programs in terms of the objectives that have been set for the year.

The success of a program of this kind depends on how well everybody understands the program and the part he has to play in its development. Such a program must not be limited to students and teachers alone, but must involve the parents and citizens of the community. Many agencies outside the school have guidance and counseling services. The Employment Service and personnel managers in business and industry have much to contribute and it seems to me that they should be involved in developing a total guidance program for the state. It's my belief that these outside agencies should assist schools with their programs rather than having schools assist agencies with their programs. For too long, outside agencies have been working in schools on a hit and miss basis and saying they have something to contribute to the school program. True, they do have something to contribute, but it ought to be as it relates to the guidance and counseling program of that school. In other words, the school should be on the offensive. We should use the services of the outside agencies as these services are appropriate to our programs.

Cecil E. Stanley

I was much impressed with the meeting last night where I picked up an interesting quote from Dr. Borow. He said, and I do quote, "There is a major lack of communication between vocational educators and our guidance counselors." I think, probably all of us have been somewhat aware of this situation either consciously or subconsciously. Certainly I have been, and perhaps that is the reason why this entire conference has been an inspiration to me. It has been an inspiration to see you counselors taking of your time, your effort, and of your money to spend this entire week discussing a single facet of guidance services, that of vocational guidance. I have been in the state office since 1941, but never during these past years have I ever observed such an all-out effort on the part of guidance counselors to communicate with vocational educators. This is most encouraging!

One statement on which I could not agree with Dr. Borow, however, was his reference to a complete lack of relationship or similarity in our respective responsibilities. Or, possibly, he was merely alluding to the possibility that our lack of communication would or could be so interpreted. Surely, we would all agree that such an interpretation would be completely erroneous because we are all interested in boys and girls, in better education, and in trying to assist students to find answers to their problems of securing an education and/or job competencies. We certainly do have a common ground on which to proceed.

In passing I might make this comment--that while this conference may be an inspiration to those from my state, we in Nebraska have not found that we can look to Washington for either inspiration or leadership in solving this lack of communication between vocational education and counseling and guidance. In my state we have enough problems without looking to Washington for additional examples of confusion.

May I describe to you the background from which I speak, because our state pattern may be somewhat different from that of your state. In 1944, we started a Guidance Services Section in the Vocational Education Division of our State Department of Education. Today we still have a Guidance Services Section in our Vocational Education Division. From the very beginning we recognized that we should never expect vocational guidance to operate independently from the many other phases or facets of guidance services. It was for this reason that when we started a so-called vocational guidance program in the Vocational Education Division using George-Barden funds for financial support, we set it up not as vocational guidance but as a total guidance service recognizing that we could never find answers to a student's need for vocational guidance without treating the whole problem of guidance services. This pattern has continued in Nebraska through these many years with the result that when NDEA, Title V-A, came into the picture, we simply absorbed it as a part of our Guidance Services Section in the Vocational Education Division. In our state we do not have those problems of communications that some of you may have because we are one and the same. We are all under the umbrella of vocational education. This is the background from which I speak.

I am sure that most of you know that under terms of the Vocational Act of 1963 we, in vocational education, have the broad responsibility of providing training for all people at all levels of learning in all geographical areas and in all occupational fields. This is a big job and, believe me, we need your help! It means that we must concern ourselves with the 30 per cent of our boys and girls who drop out of school before they complete high school. It means that we have to take care of an additional 30 per cent of our youngsters who graduate from high school but do not go on to college. It also means that we have certain responsibilities for the training of those who do go on to college but fail to graduate. This represents another 20 per cent or a total of roughly 80 per cent of our youngsters who do not acquire a Baccalaureate Degree and so need both vocational guidance and vocational education. Therein lies our joint responsibility. Believe me when I say that we in vocational education know full well that we must have your help because counseling, we realize, is involved from beginning to end as we try to discover and provide the training needs of these various groups of people.

Now this we know--somebody is going to provide vocational counseling for those who need it. We in vocational education feel that school counselors should do this job. We feel that you and your counterparts should assume this responsibility and not leave the task to our respective Employment Service offices. In our state, we are concerned, despite the fact that we contract under terms of the Vocational Education Act of 1963 to cooperate and work with the employment security people at both state and local levels. We are concerned because we are not convinced as to the guidance proficiency of these thirty-day wonders developed by the Employment Service by merely sending their people to a summer school session. After some three to four weeks of training, they are presumed to be trained counselors. This we question!

We in vocational education are involved in the training of adults, post-high school students, and secondary students as well as the physically, academically, and socio-economically handicapped student. In this total responsibility we know that guidance and counseling must always have a place. That is why I am suggesting to you that you raise your horizons, move beyond merely secondary school counseling and guidance and assume a positive responsibility for a total program of guidance and counseling in all areas and at all levels of vocational education. Certainly, this must include guidance at the post-high school level, an area that is growing by leaps and bounds in this country, and an area for which we haven't even seriously considered our responsibilities for guidance services.

In my state, thanks to our Legislature, we recently employed a Vocational Need Analyst. We expect to add to his staff until we have several people analyzing the needs for vocational education at the local school level. For several years school administrators have been telling us they wish to expand their programs of vocational education, but that they seek direction. All we can suggest is that they survey their community needs. Our problem is that they do not know how to survey their needs and we do not know how to direct them. Too often the end result is that nothing is done! This is the situation for which we are trying to find a remedy. This is why we have employed a Vocational Need Analyst.

As we work with schools trying to analyze their needs for vocational education, we realize that the most helpful of all local people is the school counselor. He knows his community and he knows the students. Through his counseling contacts, he has become familiar with individual abilities, limitations, interests, and dreams. He is thoroughly cognizant of his total school program as well as all community training facilities. He is the community expert who can contribute most to our efforts to assist in our analysis of a community's need for vocational education.

Is not our problem merely one of pure communications? We are all interested in the same group of boys and girls--we are all concerned as to how we can best provide needed education and/or training for them. We have been on the same team but we haven't been reading the same signals. I must admit that we in Nebraska have not found an adequate answer to complete communication, even though we have our Vocational Need Analyst, and our Vocational Guidance Services staff in the same Vocational Education Division. Providing satisfactory communications will never be easy! However, if we are to work together, and we must, then we must communicate. This will enable us in vocational education to depend upon school counselors for leadership in their communities in effecting total programs of vocational education.

Just one other comment. When Frank Sievers left Nebraska and went to Washington, Don Twiford was to fill his shoes in our office. (I am certain most of you know Frank and Don in Washington.) However, Don had an appendectomy just at the time he was to report for duty. The result was that for a six-wekk period, between the time Sievers left and Twiford reported for duty, I served as the Acting Director for Guidance Services in the State of Nebraska. All I am trying to say is that for at least a short time I was one of you. It is on this basis then, that I would make this observation by way of conclusion. We in vocational education, from time to time, have been guilty of criticising some of the things that you have or have not been doing. It has always been my feeling, however, that there are two sides to this coin. It is so easy for us to criticise some of the things that you do, and fail to remember some of the things that we vocational educators fail to do. In our state we may hear that a certain counselor has not been supporting a particular phase of vocational education. Or we may hear some of our people making fun of the lack of information that a certain counselor seems to have about a given field of work. Isn't this ridiculous? What we should do is to ask that vocational teacher how much help he has extended to the counselor. Our vocational teacher is supposed to be an authority in his particular field, but is he helping the school counselor in his efforts to provide practical information to a student who is trying to make an occupational choice? We talk about team teaching, but I wonder if we should not be doing something about team counseling. Yes, our vocational people have been remiss; they haven't been too helpful. In Nebraska we tell our state staff to relay their special occupational information to the Guidance and Counseling Service in our department. They, in turn, are to screen and disseminate usable information to local school counselors. What I am trying to say is that we have probably been more remiss in fulfilling our responsibilities to work with you than you have been remiss in trying to work with us. In fact, we in vocational education should be ashamed of our guidance programs in our area vocational technical schools at the post-high school level for which we in vocational education are directly responsible. In my state we operate such a school with a current enrollment of 700 students. For those 700 students we have only one, I repeat only one, counselor! Certainly, our student-counselor ratio is nothing to be proud of.

If we will only stop criticising each other and start working together through a system of adequate communication, then only our imagination will be able to measure the end results. Possibly we will then be able to conceive and develop collectively a program of vocational education which will really care for the needs of all people, in all areas of training, and at all levels of instruction.

Byrl R. Shoemaker

Mr. Stanley has pointed to the futility of blaming each other for our problems. In this day and age we can no longer afford this luxury and it is imperative that both of us point our efforts in the direction of the problems we face. This morning I would like to talk about cooperation between vocational education and guidance and present some evidences not of what could happen but of what has happened.

In Ohio, we believe in the area of guidance; not just verbally but also financially. Beginning in 1947, the Division of Vocational Education provided the money for the salaries of two guidance people. This was increased to three in 1948. At that time we accepted the broad concept of guidance, not just vocational guidance, but guidance as a total area. When the National Defense Education Act of 1958 made possible the Division of Guidance and Testing, we were willing to let the three people who were already providing leadership to the guidance program establish the new Division of Guidance and Testing. If you look at an organizational chart of the State Department of Education in Ohio at the present time, you will find a Division of Guidance and Testing and a Division of Vocational Education with some connecting lines between them. These lines are there because the Division of Vocational Education pays the salaries of three people in the Division of Guidance and Testing. From this investment, we in the Division of Vocational Education obtain the services of the entire professional staff in the Division of Guidance and Testing. Thus, we don't only say "let's cooperate"; we say, "let's invest and cooperate." We make the statement in vocational education that we cannot have a sound program without a sound and active program of guidance. By the same token we hear guidance people say that they cannot have a sound program of guidance unless there is a comprehensive vocational education program. This, then, is the basis on which we have established cooperative activities between vocational education and guidance.

One example of cooperation is the attendance of a representative from the Division of Guidance and Testing at all of the staff meetings of the Division of Vocational Education. The representative is an active participant in all staff discussions whether the topic is guidance or vocational education. Also, when the Division of Vocational Education holds its annual staff meeting, the supervisory staff members of the Division of Guidance and Testing are active participants. Communication is no problem when you have this kind of relationship.

Another example of a cooperative activity is the county-wide and area surveys which we conduct to help local communities identify the courses they should offer in vocational and technical education. The staff of the Division of Guidance and Testing is an integral part of the survey team. They are part of a patterned program in which we try to learn what students think, what employers think, and what the employers will buy in terms of a program of vocational education. As a matter of fact, we rotate the leadership on these surveys among our staff and the staff of the Division of Guidance and Testing. I don't have time to talk about these surveys in detail, but part of the program involves the administration of a vocational planning questionnaire to 10th and 11th grade students. So far, over 150,000 young people have filled out vocational planning questionnaires in Ohio.

Prior to the administration of the vocational planning questionnaires to students, we provide them with an orientation program to explain vocational education. From our initial experience with this program we found that our orientation materials were not adequate. To remedy this situation, the Division of Vocational Education invested $15,000 in three sound filmstrips: one for orienting students to vocational education, one for orienting students to post-high school technical education, and one for orienting parents to vocational and technical education. These will be shown here this week, along with other related visual-aid materials. Their production by Guidance Associates was coordinated by David Winefordner of the Division of Guidance and Testing.

We also have aided in the development of guidance and counseling programs in Area Vocational-Technical schools. We knew that an orientation problem would exist when we opened a school for 800 students where a program had not existed previously. To overcome this problem, the Division of Guidance and Testing, with our help, developed a curriculum notebook based upon the programs to be offered in that school. The Guidance and Vocational Education staffs worked together so that when school opened the following year, 1100 young people entered instead of the 500 we had anticipated. Next year there will be 1350 enrolled in that center. Why? Because guidance people, both in the center and in the local feeder schools, accepted their responsibility.

Growing out of that experience, we have found the need for the development of a vocational education notebook. What is auto body repair? What is Homemaking in terms of job training? What are the areas of Distributive

Education? Who are Office Reproduction Specialists? We now have a notebook for counselors and vocational educators in Ohio to help answer these questions. In addition, the staff of the Division of Guidance and Testing developed a notebook describing Public Technical Education Programs offered in Ohio post-high school technical centers. Answers are provided to such questions as: What kind of programs do these centers offer? How much does it cost? How many can I enroll? How long is the program? What are the requirements?

As another example of our support, the Division of Vocational Education reimburses a vocational guidance coordinator in any public high school offering five or more vocational programs. We will assist with this person financially only if the school adds a person to the staff and not just transfers an existing counselor without replacing him. We have found this procedure to be effective and wherever we have approved such a counselor, the relationship between vocational education personnel and guidance personnel has improved 100 per cent.

The Division of Vocational Education also invests in summer guidance workshops. Unfortunately, in Ohio most of our counselor education programs don't require that counselors study anything about vocational education. Counselors can complete a total preparatory program and have absolutely no contact with vocational education. To remedy this, we invested in four workshops last summer to orient experienced counselors to vocational and technical education programs. This summer we funded 14 more workshops from the Vocational Education Act of 1963 funds. Next month we will meet with the workshop leadership and find out where our problems are and what our needs will be for conferences again next summer. We feel the conferences are and will continue to be very effective in helping counselors learn about vocational and technical education programs.

The Guidance and Testing Division has worked with the General Aptitude Test Battery, preparing certificated counselors to administer and apply it to various aspects of vocational education at the local level. They have published a booklet entitled, "School Counselor's Guide to the Use of the General Aptitude Test Battery," and have developed an active orientation program to instruct counselors in its use. They have also produced materials listing sources of occupational information. They have a newsletter in which information about vocational education is included. If we want to send out information to our counselors, we make use of "Ohio Guidance News & Views" which goes to every counselor in Ohio. I don't have to say that vocational education is an important part of education. John Odgers, the Director of the Division of Guidance and Testing, on the front page of the first newsletter last year, asked counselors some very blunt questions regarding their attitudes about vocational education programs.

We also have been cooperating with the Guidance and Testing staff on research for the development of a vocational education interest inventory. By the end of the 1966-67 school year we should have a vocational education interest inventory that will be useful throughout the nation.

The Division of Guidance and Testing participates in the state meetings and activities of our youth organizations. They participate with us in the preparation of employment charts in Ohio. These charts have done more to sell vocational education in Ohio than anything else. We explain "Why Vocational Education?" in terms of employment patterns, trends in education, and what the student vocational education interest survey results tell us. For example, a look at the responses of some 57,000 students over the past two years reveals that 72 per cent indicated they wanted vocational education at the high school level and identified the occupation for which they wanted it. Of the total group, 46 per cent wanted vocational training only, while 26 per cent wanted a combination of college preparatory and vocational courses. Another 19 per cent wanted college preparatory courses only, and 4 per cent were undecided as to future plans and type of high school courses desired.

Now, before I conclude, let me briefly touch on some concerns I have and would like to share with you. A few months ago I attended a meeting with the Governor in which he indicated that he questions the value of guidance counselors. He apparently feels that teachers can take care of guidance problems. You know the need for counselors, but if you think that what your Governor feels about guidance isn't important, try to change the law through the Legislature to get reimbursement patterns for guidance personnel under a foundation program. In terms of people who make the policy and provide the money, too many people think guidance is a frill. Now this isn't a fact; you and I can agree on this, but what you and I agree on and what a Legislature may agree on may be different unless you change their minds.

In terms of vocational education, many of our vocational people at the local level have a feeling that counselors are too concerned with college preparatory students. You may say that this feeling is inaccurate, and Mr. Stanley and I both agree, but this means we have a job to try to re-educate these people. Whether it is a fact or not, if they believe this, it is a problem. Is it true? If not, then educate them.

I spent the last two Saturdays in meetings in the Governor's office dealing with the area of civil rights; dealing with the deep concerns of a minority race. For the first time recently, we had riots in Cleveland, Ohio. I made a presentation a week ago before a number of representatives of minority groups and intentionally included in that presentation the importance of guidance. I used as an illustration our experiences in the Mahoning Valley Residential Center in which many of the young people were school dropouts. In this residential center we found that they wanted so badly to talk to guidance people that we had to add evening counselors. For the first time they talked to a guidance counselor who was interested in them. Last Saturday, we heard these civil rights leaders, deeply, sincerely, and vociferously saying that guidance people in too many of our schools don't even know what the minority problem is. They said that counselors are living ten years in the past as far as job openings are concerned. They stated that their young people were counseled away from jobs that are now open to them and that some of their good people are counseled away from college. They believe that guidance counselors don't understand that minority groups now have additional opportunities. Now you can say that this isn't true; but here were leadership groups of a minority race from all over Ohio who believed that the counselors in their schools were totally unrealistic as far as the problems of the minority groups were concerned, and who had an effect on the thinking of the Governor and others in regard to the issue.

I believe in guidance and testing. I understand that the whole area is much broader than vocational guidance. I will say this, however, that vocational education is one of your major areas of concern. It will be and must be. Our vocational programs will succeed to the extent that we have the support of good guidance and testing programs.

Fourth General Session

Address: EDUCATIONAL AND OCCUPATIONAL INFORMATION FROM KINDERGARTEN TO GRADE TWELVE: IMPLICATIONS FOR SUPERVISION AND COUNSELOR EDUCATION

Robert Hoppock, New York State University,
New York, N.Y.

John Odgers has asked me to present something that you, as a state supervisor or a counselor educator, can take home and use the next time that you talk to present and future counselors. The best way that I know to do this is to talk to you as if you were present and future counselors, and to ask you to role play the part.

Will you, therefore, please try to imagine that you are now a counselor or a future counselor, and that you are listening to a state supervisor or a college professor who is trying to help you. See what your reaction is to what I say. If your reaction is good, you may want to repeat for your people some of what I am trying to do for you today. If your reaction is bad, you will know what you don't want to do.

Some time ago, in the City of Cincinnati, 1658 students in 35 public schools were asked to state their occupational choices. The results of this inquiry were summarized by Dale in these words:

> "What would Cincinnati be like if these students became the sole inhabitants of the city in the jobs of their choice, ten years from now? . . . Health services would be very high, with every eighteen people supporting one doctor. . . . It may be, however, that they would all be needed in a city that had no garbage disposal workers, no laundry workers, and no water supply, since no one chose to do that kind of work. . . . The two bus drivers . . . will find that their customers get tired of waiting, and use the services of the sixty-seven airline pilots. It may be difficult getting to Crosley Field to see the forty baseball players."

There have been many other studies of the occupational plans and expectations of both high school and college students. Most of these studies reveal a disturbing discrepancy between what the students expect to do and what our follow-up studies reveal that they actually will do.

Within a few months or a few years, your students will terminate their full-time, formal education. They will drop out, or they will graduate from high school or college, and they will go out to look for a job.

Some of them will not find a job in the occupation for which they have prepared, because in that occupation there will be more people than there are jobs. Some of them will have their choice of several jobs, because they have prepared for occupations in which there are more jobs than there are people.

Some of them will find jobs that they like, that they do well. Some of them will discover, after years of preparation, that the work they are doing is quite different from what they expected, and they won't like it. So they will change jobs and start over.

Some of them will start over two or three times before they find a job that they like. And some of them never will find one; they will dislike and resent their work for the rest of their lives. A few of them may even find themselves among the unemployed. Most of them will eventually find a job that they can do reasonably well. But they may go through some rough times before they find it.

After five or ten or twenty years in one occupation, some of them will find that automation, or a business failure, or a corporate merger, or a war, or some other economic or social change has eliminated the job on which they depend for their bread and butter. They will have to start over, and maybe go through the whole process of vocational choice again.

These students of yours will discover that their occupations affect their lives in many ways that they had not anticipated. The job will determine where they live and how often they will move. It will help to determine the persons they meet. It will affect their choice of friends, and maybe the person they will marry. In subtle ways it will change their values, their ideals, their standards. It will determine both the economic and the social status of their families, and the amount of time the family can spend together.

Why are the vocational plans of our students so unrealistic? One reason, I suspect, is because we spend so much time talking with students about what they would like to do and so little time talking about whether or not anyone will ever pay them to do it.

What can we do to give our students a more realistic picture of what is ahead for them? What can we do in the elementary school, and in the high school, for the students who will go to college, and for those who will not? Let me suggest a few possibilities for you to think about.

Kindergarten to Grade Three

Let the children dream. This is the age at which the child development people tell us that fantasy is a good thing. At this age many children do not clearly distinguish between fantasy and reality.

But letting them dream does not mean ignoring their dreams, nor responding carelessly to the children's expressions of their fantasies. When little Jimmy says "I'm going to be a space man" and the teacher says "That's nice, Jimmy, now do your arithmetic," what does Jimmy learn from this exchange? Suppose Jimmy tries three or four times to tell his teacher about his occupational interests, and each time the teacher pats him on the head and changes the subject. Would you be surprised if Jimmy concluded that the choice of an occupation is not very important or that this is not a problem that he may properly discuss with his teacher?

If you think little children are not interested in occupations, consider this report from a police officer: "I was asked to talk to a group of second-grade students. I spent an hour with the class, talking about safety rules and the duties of the police, and answering their questions. A few days later I received . . . notes from each member of the class. The one I liked best: 'Dear Sir, Thank you for coming to our room. I liked you better than recess even.'" (Reader's Digest, 1965, p. 72 under "High Praise")

From kindergarten to grade three what should we do about occupational information? If you are an elementary school counselor or teacher, or the parent of a young child, what should you do?

1. Listen. When a child wants to talk about his occupational interests, let him talk. Let your close attention indicate to him that this is important, that you think the discussion is worth your time and his, and that you are glad that he feels like sharing his dreams with you.
2. Extend the children's occupational horizons. Most elementary teachers already take more pupils on more plant tours than do high school counselors. The more trips we can provide, the more jobs children will see, and the broader will be the base from which they start to think about what they will do when they go to work.
3. Critically examine your own comments on occupations. Do they reflect the values of your own social class? Are your prejudices showing? Are you saying things that will make it harder for your pupils to feel satisfied with honest work in occupations which you consider menial?

Grades Four to Seven

This is the period in which many children learn to distinguish between fantasy and reality. Now we can begin to talk about facts as well as dreams. More than one fourth grade teacher has found the children eager to learn the realities of the jobs around them.

One teacher got a shoemaker, a cabinetmaker, and a watchmaker to visit her class, bring their tools, and show the children what they did in their work. She found her pupils keenly interested.

Lila Breiter discussed with her fifth grade class the possibility of interviewing some workers and arranging some group conferences. The children suggested and voted on the questions they would like to ask. One girl who was about to go to Bermuda for a spring vacation volunteered to interview an airline stewardess. Two boys called on the veterinarian who was treating their dogs. One girl telephoned a laboratory and arranged to interview a bacteriologist. Group conferences were arranged with a pediatrician, a school nurse, a lawyer, and a chemist.

Among the things the pupils said they learned were these: "Television glamorizes the doctor's job. It is not realistic." "I never knew that nurses could work in industry as well as in doctor's offices, hospitals, and schools." "I have learned about bacteriologists and what they do. I never even heard of one before."

If you are an elementary school counselor or teacher in grades four to seven, or the parent of a child in one of these grades, what should you do?

1. Begin adding facts to the fantasies. Now, when Jimmy wants to tell you what he is going to be, you listen just as attentively as you did before. When he finishes ask if he would like to learn more about his occupation. Would he like to read this book that you have? Would he like to go see some persons at work in this job?

2. Arrange plant tours to places where your pupils are most likely to be employed when they do go to work. Consult your follow-up studies. Find out where your dropouts and graduates are now working. Take your pupils there. Let them see your former pupils at work.

3. When you bring visitors to your class, include some of your former pupils. Let the children ask your alumni about their jobs. This exposure may help you, too. Lifton has already shown us that the occupations which produce most of the jobs, are the occupations about which teachers know the least.

4. Check the accuracy of the occupational information that you dispense. We already have too many teachers and counselors carelessly tossing out bits of misinformation because they have not bothered to verify their casual impressions, or because they have not brought up to date the information which they acquired some time ago.

5. As your pupils observe and study and discuss occupations, you urge them to ask themselves not only "Would I like it?" but also "Do I have what it takes?"

6. Begin now to face them with the harsh realities of supply and demand. Consult your local Employment Service. Consult your local employers. Consult your local labor unions. Consult the OCCUPATIONAL OUTLOOK HANDBOOK. Find out how the supply of applicants is likely to compare with the demand for workers at the time when your dropouts and graduates will enter the labor market and you see to it that your pupils know these realities.

Grades Eight to Twelve

From the eighth grade onward the kind of educational and occupational information that a student needs is determined, not by his grade, but by how near he is to the point at which he will terminate his full-time education and look for a full-time job.

Let me, therefore, distinguish now between the "terminal" student and the "continuing" student. The "terminal" student is one who is approaching the day when he will graduate or drop out of school and go to look for a job. The "continuing" student expects to continue his education in the next higher unit. If he is in elementary school, he expects to go on to high school. If he is in high school, he expects to go on to college. If he is in college, he expects to go on to graduate school.

The continuing student periodically makes educational choices which open the doors to some occupations and close the doors to others. These educational choices frequently are determined by the student's occupational objective. If the occupational choice is based upon misinformation, the student may spend three or four years preparing for an occupation that he will never get, or that he will dislike if he gets it.

In the hope of producing better educational choices, many schools have put a short unit on occupations in the ninth grade course in social studies. This unit is usually taught by a history teacher who would rather not teach it, who does not know how to teach it, and who seldom knows much more about occupations than her pupils already know. The result is about as effective as you might expect if you put a unit on trigonometry in French I and asked the French teacher to teach it.

If you are a counselor anywhere from the eighth grade on up, and you would like to do something better than this, what can you do?

In the planning stage always separate your continuing students from your terminal students. If your separate plans reveal some occasions when both groups need the same information, then bring them together on those occasions. But do not bring them together when their needs are different.

Most of your continuing students will face important educational choices somewhere in grade eight or nine, again in grade eleven or twelve, and again in the junior or senior year of college. At each of these points these students need answers, as clear and as accurate as we can give them, to such questions as these: What is the choice that must be made now? Is it between subjects, between curricula, between schools, or between colleges? What are the alternatives? What does each alternative involve? What do you do in the classroom? What kind of homework do you have? What do you learn? What abilities must you have in order to learn it? Where do the choices lead?

To help your students to find the answers to these questions, YOU take over that eighth or ninth grade unit on occupations. You teach it.

You take the pupils to visit the schools to which they can go next year if they choose.

You take them to visit classes in the courses they may choose to take.

You bring into your classroom students who are now in these advanced courses and curricula. Set up group conferences and let your students ask these advanced students what they like and what they dislike about their courses, their curricula, and their schools.

You take your pupils on plant tours where they can see your alumni at work in the kinds of jobs to which these courses lead. And then you bring these alumni back to your class, and let your pupils ask them what they like and dislike about their jobs.

When you have the eighth or ninth grade unit going well, consider putting a similar unit on planning for college in your eleventh or twelfth grade. And if, someday, you work in a college, consider putting a similar unit on planning for graduate school in your junior or senior year.

If you are a good teacher, it will not be long before you and your students will want to extend these units into full semester or full year courses.

So much for the needs of the continuing student. The needs of the terminal student are not the same.

The terminal student needs highly specific information with which to answer such questions as these: Where can I find a job? Where did former students like me find their jobs? What are these jobs like? What do you have to do in them? What does it take to get them? Do I have it? What do they pay? Is the work steady? Or are there layoffs in slack seasons, and in recessions? What do our former students who are now in these jobs like about them? What do they dislike?

If you want to do a good job for your terminal students, the first and the most important thing you have to do is to make an annual follow-up study of all the pupils who dropped out or graduated from your school in the past year. Find out what they are doing now, and how their jobs compare with the objectives which you helped them to set for themselves and with the occupations for which your school prepared them.

This information is basic to any effective vocational guidance. Good schools do this regularly. They get responses from 95 per cent to 100 per cent. It takes work, but it can be done. It need not be expensive. If you have a course in occupations, or even a good unit, or an active career club, your students can help you to plan and to conduct the study. They can address and mail the letters, make the telephone calls and the home visits, tabulate, discuss and analyze the results.

Once this job is done, you can arrange plant tours to places that have hired your graduates and your dropouts and that are likely to have jobs for your students in the future. You can arrange group conferences with your alumni as your resource people. You can tell your present students what kinds of jobs will be open to them when they finish your curricula and what kinds will not. You can tell them what happened to former students who had the same unrealistic expectations on which they are basing their plans. Knowing what really happened to your former students you can develop excellent cases for case conference discussion. In a series of such case conferences you can help your students to learn some of the things they should consider in making their educational and vocational plans. You can develop units on How to Find A Job, with practice on filling in job application forms. You can arrange practice job interviews with employers who have hired your former students. You can develop other units on How to Hold on to a Job After You Get It, using the excellent cases in the pamphlet entitled, WHY YOUNG PEOPLE FAIL TO GET AND HOLD JOBS, which is distributed free by the New York State Employment Service. With the help of your students you can make a community occupational survey to see if there are some good job prospects that your former students did not discover.

If your principal will let you, you put an elective course in occupations in your twelfth grade. If the principal will not permit this, do the best you can with a unit, or with other group guidance activities. But somehow you see to it that your seniors get the facts they need about the jobs that will be open to them when they graduate. And you give them this information. Don't you pass the buck to some homeroom or history teacher.

Do not settle for an inadequate unit if you can help it. Tell your principal about Hoy's study of Pennsylvania high schools. In the schools that had separate courses in occupations, 76 per cent of the principals expressed satisfaction with the results. In the schools which had units on occupations, taught in other courses, only 40 per cent of the principals were satisfied. Tell your principal about Hamel's study of 389 schools in New York State where the prevailing practice was to offer a unit on occupations, in the ninth grade citizenship education classes. The teachers of these units recommended that the units be extended to 20 or 40 weeks, offered as a separate course in the eleventh or twelfth grade and taught either by the counselor, or by a teacher especially trained and hired to teach occupations.

The course in occupations is one of the few techniques of guidance on which we do have some evidence of success, in terms of the ultimate criteria of self-support and job satisfaction. Cuony taught a course in job finding and job orientation to an experimental group of 35 high school seniors in Geneva, New York. One year after graduation he compared them with an equated control group from the same class of the same school.

The students who had had the course were better satisfied with their jobs than those who had not had the course. The combined annual earnings of the experimental group exceeded those of the control group by $7,719; the course cost $1,542. Among the experimental group, 29 per cent more liked their jobs. Among the controls, 50 per cent more had thought seriously of changing their jobs.

Five years after graduation, Cuony again compared the two groups. During the fifth year the students who had had the course were still better satisfied with their jobs, were unemployed less frequently, and again earned more money than those who had not had the course. All differences were greater at the end of the fifth year than at the end of the first. During the fifth year the combined annual earnings of the experimental group exceeded those of the control group by more than $14,000.

You can set up a similar course in occupations for prospective dropouts at whatever point your heaviest drop out occurs. To this course you can add the information these students need on child labor laws and working papers. Courses in occupations for prospective dropouts are not new. Providence, Rhode Island, had them 25 years ago. They were called "pre-employment classes" and they were taught by trained counselors.

So much for our K-12 program. Now let me make three more suggestions for your overall program of occupational information.

1. Bring your occupational pamphlet file up to date. Most high schools add new pamphlets to their collections frequently. But they never throw anything away.

   Mrs. Hoppock and I once undertook to renovate an occupational pamphlet file, at the request of one of our neighboring schools on Long Island. We removed from the file more than 900 pamphlets that were more than five years old. Of these, more than 300 were over ten years old, and more than two dozen were over twenty years old.

   If you would like to get your file up to date, get a couple of intelligent students to go through the file and remove every document that is more than five years old, and every document that has no date on it. Next time you win a football game, take these out and burn them. Have the same students put the copyright date on the front cover of every pamphlet that you retain. Put the copyright date on the front cover of every new document that you add to the file from now on. If the document has no copyright date, put on the front cover the date that you received it, for example "Received 19--."

Once every year have your student helpers go through the file again and remove all the pamphlets that are now five years old. Burn them.

Subscribe to one of the periodical indexes of new occupational pamphlets, or to one of the services which supplies them, and add new materials as they appear. The VOCATIONAL GUIDANCE QUARTERLY publishes a list of recommended new pamphlets in each issue.

2. When you refer one of your students to your file of occupational information, you go with him. Help him to select the materials he will read. Teach him to look for the copyright date. Show him how misleading salary data can be when they are not given in the form of up to date medians of comparable populations. Explain the dangers of recruiting literature that emphasizes the attractions of the occupation and says little about the disadvantages.

   Do not give him anything that you have not read yourself. This will take time. But if you do not do it, you will never know how much misinformation you are passing out.

   The way most of us use occupational information resembles the practice of a physician who exists only in my imagination but whom I find useful for purposes of illustration. You go to see this physician and you say, "Doctor, I have a back ache." He says, "Tell me about it." So you tell him about it. When you finish, he says, "Yes. You have a back ache all right. What would you like to do about it?" You say, "I'd like to know how to cure it." He says, "Out there in the waiting room you may have noticed that the walls are covered with shelves and the shelves are filled with bottles of pills. If you will look at them carefully, you will find one shelf that is labeled 'Back Ache Pills.' Now I do not know what is in those pills. I do not know much about the people who make them. But they say those pills are good for back aches. So you go look them over and pick out the ones you would like to try and take them home with you and maybe they will cure your back ache."

   This is silly, of course. But isn't this about what we do with occupational pamphlets?

3. Extend your annual career conference into a series of weekly group conferences on careers. The disadvantages of the single career day are these: A student can attend only one or two meetings in one day. He may wish to attend several. The counselor can be present in only one meeting at a time. The career day creates a bulge in the demand for individual counseling which is greater than the counseling staff can meet. You have to take the speakers you can get

on the day you have fixed for your annual career conference.

Some of the better schools are now substituting for the annual career day a series of weekly group conferences on careers, covering one occupation each week. Rubinfeld has reported his experience with both procedures: "Some . . . students . . . have attended as many as 15 conferences, and many of our students have participated in at least 10."

Now why should you bother with all this?

Because so many of your students are going to have to change their occupational plans. Because we know that some of these changes can be made while the students are still in school, and that these changes can make the occupational plans of students more realistic.

In one school system, eleventh and twelfth grade students were told about local employment opportunities through school assemblies and through group and individual conferences. The simple presentation of these facts reduced by one-half the percentage of students who chose some of the overcrowd occupations. It doubled the percentage of students who chose some of the jobs in which workers were really in demand.

Obviously we do not expect perfection. We do not expect every ninth grade student to choose a career and never change his mind again. But in this long, slow process of vocational development we do expect that some of our students will make more progress toward better ultimate choices if we can help them to think in terms of reality instead of fantasy.

Whether you are a counselor, a teacher, or an administrator, whenever a young person asks you for facts about jobs, what you do will either help him or hinder him in his search for an occupation in which he can find a job, and in which he can be useful, and in which he can find a degree of satisfaction comparable to the satisfaction that you find in your work.

If you are not an expert on occupations, remember that your students believe you are. For as long as they have been in school, they have been in a place in which the teacher is always right. If you carelessly or thoughtlessly or ignorantly give your students misinformation, they will assume that it is true. If you casually refer them to some other source of occupational information, your students will assume that source to be infallible--accurate in every detail.

These kids trust you. Before you dismiss that trust casually, remember: It is just as easy to misinterpret occupational information as it is to misinterpret a psychological test--and just as dangerous.

Every day unsuspecting students are being misinformed and misled by their own innocent interpretations of what they learn from uninformed teachers, from careless counselors, and from printed materials which can be read intelligently only by persons with more sophistication than these kids possess.

When it is all over and the Good Lord up above says to you "These were hungry. Did you feed them?" What will you say? Will it be, "Well, you see, Lord, we didn't believe in spoon feeding them. We set up a good library of occupational information, and we let them use it. Of course, they did make a few mistakes. Some of them spent four years preparing for jobs they never got. Some of them were pretty unhappy about the jobs they did get. And I guess we had more unemployed alumni than some other schools. But, you know, Lord, we always figured they would learn from their mistakes."

Will it be, "Listen, Lord, by the time I interviewed all the failures and planned all the schedules, and got off all the college transcripts, I hardly had time to eat myself, let alone feeding everybody else."

Will it be, "Well, Lord, our curriculum was pretty full. But we did put a unit on occupations in our social studies program. Of course, the teacher didn't want to teach it and she didn't know much more than her students knew about occupations, but she tried."

Or will it be, "Yes, Lord, we made it our business to find out what our students needed to know about occupations. When we did not have the facts, we went out and got them. We made sure the information was accurate. Somehow we found the time to share this information with them and to help them to understand it."

Fifth General Session

Dialogue: APGA - AVA RELATIONSHIPS

Willis E. Dugan, Executive Director, APGA

Lowell A. Burkett, Executive Director, AVA

Willis E. Dugan

I have found that as the Executive Director of APGA there is a very fine dividend in Washington that I really hadn't expected. I've come to appreciate it because it means relationships with counterparts in other professional organizations such as Lowell Burkett of AVA. During my first two weeks in Washington, I have had an opportunity to meet forty to fifty people who are going to be of tremendous support to the work with which we in APGA and AVA are mutually concerned.

In fact, during these last two weeks, Lowell and I have met on at least three or four occasions. I think the first time was at Carl Perkin's subcommittee meeting where Ken Hoyt was testifying on proposed revisions for the 1963 Vocational Act. Lowell was there listening to Ken's testimony. I imagine, Lowell, that when you appear before the committee with the President of AVA, we will be there, too, to offer our support to your testimony. This, I think, is one of the very happy relationships we can have since we have a common interest in a variety of legislation and because the APGA constitution and the AVA constitution have objectives which are quite parallel.

Lowell, I would like you to know more about APGA because we have a large organization and I'm sure with the 90 some people representing guidance here in this conference that it would be helpful to know something about AVA.

Lowell A. Burkett

Bill, I'm sure there are many people in this group who know a great deal about AVA because I see people in the audience whom I frequently see at our AVA conventions. Also, I've seen some of them at vocational education meetings. But I'm always delighted to talk about AVA because in the last twelve years it has become a major part of my life. My wife sometimes says that AVA is about the only thing I talk about.

I should first like to point out that in the articles of incorporation of the American Vocational Association drawn up in 1929, one of the objectives or purposes of AVA is "to encourage the further development and improvement of all programs of education related to vocational and practical arts education," and more specifically, "including industrial arts and guidance services." I have always felt that someone did a fine job in wording that objective because it emphasizes the importance of all programs of education related to vocational and practical arts education, including industrial arts and guidance services. So, from the very beginning, our Association has always shown a tremendous interest in the field of guidance. I think I said the other day in my greetings to you that more than thirty years ago, vocational educators showed a tremendous interest in guidance by virtue of the fact that they saw to it that guidance was included in Federal legislation.

In drafting the constitution and by-laws of the Association, various divisions were established. This is different from what you have in the APGA since you have the different organizations which constitute the APGA. AVA, on the other hand, has a series of divisions and I believe most of you are familiar with some of these--the Agricultural Education Division, the Home Economics Division, the Business and Office Education Division, the Distributive Education Division, the Trade and Industrial Education Division, the Industrial Arts Division, the Vocational Guidance Division, and the Vocational Rehabilitation Division. There are actually eight divisions in our Association. Our board is made up of a president, president-elect, past president, and the vice-presidents of the various divisions of the Association.

Our constitution says that each division shall have a minimum of a thousand members in order to have a vice-president on the board of directors. It is very obvious why we do this, because unless you have representation from the various fields, there is not very much use in having someone on the board to help formulate policy and programs of work. There is also a very practical reason why we call for a minimum of one thousand members. It takes a few dollars to pay the expenses of people on committees and also to pay the vice-presidents' travel to board meetings and other meetings.

Willis E. Dugan

Lowell, how many members do you have in AVA?

Lowell A. Burkett

We have practically 37,000 members. We have increased this year by almost 3,000 members over previous years. I understand you have 23,000 members in APGA. When we combine the two groups, we have a membership of some 60,000 people who are concerned not only about guidance, but also about vocational education. We make up a large group of people and can have tremendous influence, I think, on the educational programs of this nation. Someone told me recently that as far as an organization is concerned, AVA is second in size to NEA.

Willis E. Dugan

You know, Lowell, I would be interested in your publications program because we have many people in guidance and counseling who have, on occasion, written for your journal. I am certain that some of the other publications you have in AVA would be of interest to those of us in the field of guidance and counseling.

Lowell A. Burkett

Our house organ is the AMERICAN VOCATIONAL JOURNAL. I'me sure that most of you are aware that every membership carries with it a subscription to the JOURNAL. We have a rather unique built-in feature to our JOURNAL. I should explain this feature because if any of you become members of AVA, you'll realize that you receive a full year's subscription to the JOURNAL regardless of when you become a member. Our membership year begins on July 1, and we have many people who don't become members until the first of the year. They wait until conferences to join, or the membership chairman of the state organization doesn't get around to sending out the billing for the dues until later in the year. In the past, we have had people joining AVA in April or May and they'd receive only one or two issues of the JOURNAL. Now we place everyone on a full year's subscription. It's possible to be a member only two or three months but still receive the JOURNAL for a full year. In addition to the JOURNAL, we have some twenty other publications. Our policy is that we don't attempt to publish anything that we can get someone else to publish, and we believe that what we do publish is sound.

Willis E. Dugan

You sell your publications practically at cost, don't you?

Lowll A. Burkett

We don't recuperate the full cost of our publications; probably the printing cost, but not the mailing costs, the production costs, and things of that sort. Most of our publications are not specifically related to a given field, but contain general philosophical points of view and organizational and administrative patterns--the type of information that you don't ordinarily find in many other publications.

Willis E. Dugan

You know, it is rather interesting that we are talking about communication and interaction among counselors and vocational education people at the state and local levels. We've had that advantage already because I wasn't in Washington a week before Lowell came over to my office, and I thought this was a very happy occasion to be able to relate to AVA; consequently, last week it was my pleasure to meet your headquarters staff.

Lowell, I might point out that we also have eight divisions in APGA. These eight divisions represent many interests such as the college field (college personnel workers, college counselors), and school counselors. The school counselor group is our largest division with some 12,000 members. Another division of APGA is the National Vocational Guidance Association. It is also a large group, having about 10,000 members. Their concern is with the development and promotion of the concept of vocational guidance, reconceptualizations in that field, and the application of new theories to practice in vocational counseling. We're very pleased with the efforts and the leadership of the National Vocational Guidance Association.

Lowell A. Burkett

Bill, it seems to me that NVGA has about the same objectives as the Guidance Division of AVA.

Willis E. Dugan

Yes, they are very similar.

Lowell A. Burkett

One of the problems that I see is that there is too little communication between vocational guidance people and vocational educators. I'm sure that people in vocational education have criticized guidance people and I'm sure guidance people have criticized vocational people, and much of this criticism is due to the fact that we haven't communicated; each doesn't know enough about what the other is doing. As far as our relationships are concerned, one of the things that we are going to have to do, Bill, is to develop better communication between vocational educators and guidance people. I think we're all inclined to use the jargon of our own professional groups and sometimes it gets us all mixed up and we don't know what the other fellow is saying. I think we need to do something to get the jargon used by guidance people into a vocational teacher's language. We must put it in that language, and we need to translate some of our own jargon into the language of people in guidance.

Willis E. Dugan

I couldn't agree with you more. Perhaps we could develop some joint publications. We've already talked some about that and we might get some reaction about this from the audience later. I perceived that the many counselors throughout the country and particularly those who have been academically oriented, are not completely aware of the changing philosophy and perception of vocational education. Somehow, I get the picture that now vocational education is much more concerned with the nature of the individual and his uniqueness and his fulfillment as a vocational person--a member of the work world. This identification of a concern with an individual is something I would like to see gotten across in a joint publication that interprets the changing pattern of vocational education to the school counselor.

Lowell A. Burkett

The first Federal acts for vocational education were oriented toward fields of training such as Agriculture and Home Economics. Today the Vocational Education Act of 1963 is "people oriented," and this point of view, I'm sure, has not been understood by many people. This point needs to be interpreted, because we're talking now about serving people; not about serving the field of Agriculture, or the field of Home Economics, or the field of Trade and Technical Education.

Willis E. Dugan

You see that's where we come closer together and it is here, I think, we can greatly improve our communication. As a matter of fact, when we talk about improving the curriculum for counselor education, perhaps this type of monograph would have a great deal of value within the training program of counselors and might insure this kind of orientation. How about the other way?

Lowell A. Burkett

Well, I'm sure that we need to know something about guidance. We see a need for guidance every day in vocational education. We know that there are youth and adults in vocational education programs who perhaps were sent there for some reason and were not actually guided into these programs. We know that they don't succeed. From the very beginning we've been conscious of the need for guidance. We need to know how the counselor approaches this problem so that we can understand better why a boy or girl, or man or woman enters our program. We need this and need it badly.

Willis E. Dugan

You know, that points up another possibility for a joint publication, it seems to me, in which AVA and APGA could work to interpret counseling, guidance, and vocational counseling theory and practice to the vocational education field. Well, you know there are other publications. You have the AMERICAN VOCATIONAL JOURNAL for which I have just finished writing an article. I believe it will be in the October issue. When are you going to write a similar article for us?

Lowell A. Burkett

All I need is an invitation.

Willis E. Dugan

I guess you can consider that you have one. It seems to me that this is an area in which we can have constant communication if we would perhaps include within our monthly or quarterly publications, articles by authors in each of our fields.

Lowell A. Burkett

Incidentally, the October issue of the AMERICAN VOCATIONAL JOURNAL will be devoted exclusively to guidance. We invited a number of people from guidance to write articles addressed to vocational education personnel. In this way we're trying to have guidance interpreted to our vocational education personnel. You know, we so desperately need guidance in vocational education, that we reach out for it, any place we can get it. Because of the void that has existed, some of this work is being done by the Employment Service. Wherever a vacuum occurs in education, someone moves in to fill it. I regret that we've had to sometimes rely upon other agencies outside of education to get the help that we needed desperately. What I'm saying is that we recognize vacuums in vocational education, and for that reason, we have many programs today outside education. I am wondering if perhaps a similar situation has occurred in guidance, too.

Willis E. Dugan

I'm sure it has, Lowell.

Perhaps one answer might be to develop needed publications to fill the gap. Perhaps both AVA and APGA could make contributions. We do have a number of quarterlies that devote themselves to very practical procedures and practices, particularly the VOCATIONAL GUIDANCE QUARTERLY. We have quarterlies in each of the other fields, too, including rehabilitation counseling, counselor education and supervision, measurement and evaluation, and employment counseling. We have a wide range of divisions that have a very clear relationship to the whole field of vocational guidance. An example of one of our non-journal publications is "The Teachers Role in Career Development" by Wesley Tennyson, produced under the direction of Reynold Erickson, State Supervisor of Guidance Services in Minnesota. It is now published by NVGA. From experience in the field, it is recognized as one of the most practical, one of the most helpful publications that we have relating to the teacher's role in vocational guidance. I point that out as one illustration of our publications.

Lowell, both APGA and AVA have conventions each year. This seems like it might be a good chance for interaction. We have a convention every spring during the week before Easter. I think you have a convention in December. How can we get together on these?

Lowell A. Burkett

Well, AVA definitely has a program on guidance each year. And we certainly want your cooperation in building and structuring this program. We hope that we might be of some service to you in structuring some programs on vocational education that will help guidance people understand some new developments; the changing and evolving philosophy in vocational education. If we may, we will certainly be delighted to help you structure a program of that type.

Willis E. Dugan

I think that you have done more on that than we have. Actually, you have included within the Guidance Division of AVA at your national convention many people who were qualified within APGA and NVGA to come in as panel members, consultants, or speakers. I recall that Ken Hoyt spoke at your convention last year in Miami and I spoke at the one in Minneapolis the year before. You have used many other people, but I don't think that we in APGA have included enough in our convention program, relating to our relationship and our concern about vocational education as it relates to our field. I'd like to see that developed.

Lowell, we've another mutual concern it seems to me, and that's legislation. You've had a lot of experience in this. Have you any strategies that might help in working together on this?

Lowell A. Burkett

Well, I think loyalty to your profession and the willingness to let your voice be heard, is the key to legislation. After all, the laws of this nation are made by Congress and the members of Congress are receptive to their constituents.

Willis E. Dugan

You try to encourage this.

Lowell A. Burkett

Well, yes, we encourage it. And I think there's an opportunity here for us to work with you. If we in AVA had guidance people to speak on legislative matters affecting vocational education and all other matters affecting your program, and if we had enough of these people who would speak as members of our organization, we could be of tremendous help to you in your legislative program as well. But when I go to Congress to talk guidance now; if I testify, I don't have much of a voice. I only represent 385 people in this regard, and that doesn't mean very much.

Willis E. Dugan

That's in your Guidance Division.

Lowell A. Burkett

Yes, it's our Division of Guidance. I have very little voice; I have very few people representing the American Vocational Association that let their members of Congress know about issues that relate to guidance. So I'm not very effective in guidance, I'm afraid, because I actually represent only the guidance people who are members of the American Vocational Association.

Willis E. Dugan

But, of course, your organization backs the whole concept of vocational guidance and through this effort has included in legislation many beneficial things from which we in the field of guidance and counseling have profited. Therefore, I believe you are, perhaps, a bit too modest because, actually, your voice representing vocational education has given us a great deal of support.

Lowell A. Burkett

I think that's right because we believe so strongly in guidance that we include it in legislation; but I think when it comes to an issue that is directly related to guidance and counseling alone, without carrying vocational education, we would not go very far.

Willis E. Dugan

Well, I might say that we have done all we could (perhaps we should do more), but we have testified before Edith Green's committee, Wayne Morse's committee, and Carl Perkin's committee with reference to the Vocational Education Act of 1963 and proposed amendments to the NDEA Act of 1958. Also, at this time, we're concerned about the amendments to the Wagner-Peyser Act, which, frankly, has many significant implications for education, including whether or not there would be an increasing encroachment upon the operations of vocational education through the labor department. I thought Ken Hoyt's testimony on that about two weeks ago was very effective.

Lowell A. Burkett

The amendments to the Wagner-Peyser Act are a very serious matter, I think. What I said earlier about someone moving in to fill a vacuum in educational function apparently is happening in this instance. I think, you in guidance are being threatened more than you perhaps realize by this type of legislation. To get back to this point once again: wherever there is a vacuum and nothing is being done, then something is going to be done by some agency of this government of ours. They are not going to stand idly by and let nothing happen. And sometimes this action does not always involve the most logical people.

Willis E. Dugan

Well, Lowell, that seems to point up that we have another very important area of inter-relationship. We must keep ourselves jointly informed as to what our position is on different matters of pending legislation, and determine the feelings and the policies of our respective groups to see if we can present a united front.

Lowell A. Burkett

I think that's right, and I think we need to do more; I'd like to encourage some of our vocational people who may qualify to become working members of APGA. I think they need to know about the guidance movement and particularly about the work of the National Vocational Guidance Association. I don't know if you have a classification that will permit them to become members. I hope that every person in this country who is concerned with guidance, the vocational aspects of guidance, becomes a member of AVA. If they don't, I think they are missing a good bet. I think it is very important and I think every one of you here has a responsibility for seeing that this happens. I was much interested in Ken Hoyt's speech the other day about this whole matter of leadership. Leadership is determined by somebody in a field. I think that state supervisors can assume a position of leadership and sometimes that leadership has to interpret what professional groups can do. Every day I'm asked the question by teachers, if they come by our office, or if I see them at a conference: "What does AVA do for me?" I say the question should not be "What does AVA do for me?" but, "What do I do for my profession?" This is the kind of leadership that you are going to have to give to the people with whom you are working. Get them to make a contribution to their profession so that the profession itself will be a better place to work and a better place to function.

Willis E. Dugan

Lowell, I thoroughly agree with you. You know I would like to see AVA have a stronger guidance division. And I'm sure, within the 23,000 members of APGA, there are many who have a specialization area and function closely related to vocational guidance. Just as we have counselors in schools who specialize in college admissions and in working with college admissions officers who jointly belong to the Association of College Admissions Counselors (ACAC), we also have school counselors who work closely with vocational education placement and job entry. These people have a need to benefit from membership in AVA. I think it would strengthen both APGA and AVA if we could have that kind of joint membership.

APGA has not had any official policy with reference to this matter of joint membership or the encouragement of APGA members to belong to the Guidance Division of AVA. But, I think, it is only natural to say that there are joint memberships held by many groups. The high school counselor who is working primarily with the college-bound certainly must associate with groups such as ACAC. Therefore, counselors who work with the vocationally oriented student, the specialty oriented student, might very logically carry a membership with AVA.

Lowell A. Burkett

I think it is the same type of situation in which I'm involved. For many, many years I have been an active member of the American Society of Training Directors (ASTD). Now, of course, my prime allegiance is to the field of vocational education, but I can't afford not to be a member of the ASTD, because they have some very valuable literature, and I am able to understand what the training directors are saying about vocational education. This helps me tremendously. I think that the guidance person's relationship to AVA is similar with my relationship to ASTD.

Willis E. Dugan

You know this leads us into another topic that Lowell and I would like to discuss. There has always been concern about the inclusion of some vocational realities in the training of counselors--the realities of vocational education and of manpower needs and utilization. There have been complaints lodged against counselor preparation programs that they were much too narrow, academic, and theoretical, dealing basically with measurement, statistics, psychology of learning and personality, but very little with interdisciplinary fields. I wonder if we might not profit from the discussions we had with Merle Strong and Ken Hoyt yesterday, concerning the possibility of some joint effort between counselor educators and vocational educators to examine the training and the practice of the school counselor who serves as a vocational counselor within the school.

Lowell A. Burkett

This is a professional type of activity in which we can engage and arrive at some consensus, I believe. I think this would be a real professional contribution that we might make and I'm sure that we can.

I think that these could take the form of guidelines for certification in a state.

Willis E. Dugan

That's right. Should there be a different kind of certification pattern, at least in a specialization area, for a counselor who is going into a residential vocational school as contrasted with an academic high school. Perhaps a joint conference of counselor educators and vocational educators would be profitable.

Lowell, maybe we ought to open our discussion to the audience. I see a number of people who have some questions.

Audience

Are either of your organizations interested in non-school activities after people have left the academic environment?

Willis E. Dugan

By all means, I think this is true particularly with youth opportunity center counselors working under the U.S. Employment Service.

Audience

These programs still center on youth; I am talking about adult programs.

Lowell A. Burkett

Well, in vocational education, the adult program is our largest program. Our interest in adult education is and has been traditionally one of the special parts of vocational education.

Willis E. Dugan

Right. I think you will also find a number of established counseling centers that have extended their hours and even their days in the week to provide services to the out-of-school and adult population. This has been true in a number of areas in the country.

Audience

I have appreciated this dialogue because the problem of affiliation came up in our state in a conference of counselors and vocational education people where we dealt with the professional affiliation subject. I believe what has been said here, concerning the closeness of the objectives of the Division of Guidance in AVA and the objectives of the National Vocational Guidance Association under APGA raises questions in the minds of some counselors, because they wonder where they could best lend strength to the total guidance program. Should half join the Vocational Guidance Section of AVA and the other half affiliate with the National Vocational Guidance Association? We could go both ways, but then we have the question of extra cost.

Lowell A. Burkett

It is not either-or; it is both.

Willis E. Dugan

This, I think, is the answer, but how can it be worked out officially within both organizations is the question.

Audience

I was gratified and interested in hearing this dialogue on the thinking on the national level and I wish somehow it could filter down to the state and local levels. I heard Lowell Burkett talk about the vocational aspects of guidance and not guidance as a recruitment source for vocational education programs. This is where we get into a lot of our difficulties at the state level. I don't see why we can't have a $25.00 package deal for membership in the Vocational Guidance Section of AVA and APGA. I think we should have the benefit of the publications of both organizations.

Willis E. Dugan

There is a lot of merit in this, but I have learned one thing from Lowell, and that is, don't commit yourself too fast. I'm going to take this back to the APGA Executive Council and I certainly think they will be interested in discussing the matter.

Lowell A. Burkett

There is one other point I would like to make. The AVA is really not a direct dues paying organization. It is a federation of state organizations, and someone mentioned something a minute ago which I think is very important. You need this type of dialogue at the state level and I have encouraged the state vocational associations to set up a division of guidance at that level in order that we have a dialogue there between guidance and vocational education. Bill and I can sit up here and talk, but not many people hear us. Our boards can express policies on these matters, but the dialogue needs to take place at the local level. I would hope that the membership would, as they do in some states, have a Division of Guidance in the State Vocational Association so that a dialogue can be carried on. The very problem that you are having is being solved in some states, and that is where it should be solved.

Audience

I would like to second the suggestion of taking the question of joint membership between AVA and APGA to your boards for consideration. California has a dismal record in terms of counselors who belong to AVA at this time and I am very apologetic about this, but I do see this as a good solution, if it can be worked out. The other point I want to make is that guidance people appreciate deeply the financial support coming from vocational education funds for the extension of vocational guidance programs and additional guidance personnel. We hope that this movement generally will support the philosophy that I believe is still held by the United States Office of Education--that this support be directed to strengthening the ongoing school guidance programs rather than to the establishment of separate programs of vocational guidance within vocational education departments. I think this is an important point for us to keep in mind on relationships--that we are going to work toward common objectives but we are going to work through the established general guidance programs of our schools rather than to have two competing programs going in somewhat different directions.

Lowell A. Burkett

I think it gets back to something which I keep repeating over and over again. Whenever there is due consideration given to the vocational aspects of counseling in a program, then I don't think we are going to have this split. When that is not done, I think you can expect divisions to occur.

Sixth General Session

Address: MAKING VOCATIONAL GUIDANCE REAL TO THE NON-COLLEGE BOUND STUDENT

Grant Venn, Associate Commissioner for Adult
and Vocational Education, U.S. Office
of Education, Washington, D.C.

I am pleased to be here this morning to share with you some of my ideas about making vocational guidance real to the non-college bound student.

The point you were discussing at the last session about the importance of communication among yourselves is extremely significant but it doesn't begin to touch, in my judgment, the importance of starting communication with the decision makers in the educational community--principals, superintendents, and boards of education. Unless you communicate effectively with these professional groups, along with all of the other professional groups that make up the total educational community, your programs are not going to get off the ground. You have gathered about all the votes there are in your precinct. I think it is time to begin working in several other precincts.

Decision making rests in each community, in each state, and in the nation with individuals who are elected to legislate. These are the people who are in a position to make decisions on how to spend the limited amount of money there is to spend. Having been in administration for some time, I recognize that each institution has a budget and even though there is more federal money, there still has to be a budget, and decisions have to be made about what can and can't be done. Usually tradition, stability, and the prejudices of a community and state play, and will continue to play, a major role in budgetary decisions.

One of the things I want to talk to you about this morning is how change can be brought about. You have the necessary facts that need to be presented to the decision makers for changes to take place. Unfortunately, they are not getting the message. I doubt whether 5 per cent of the administrators in the country have an opportunity to read your publications. Well, I won't say 5 per cent, since I can only vouch for one person (myself) who had been in administration for the past 15 years. I have not been able to keep up with all of the relevant literature and my interest and concern for the areas of guidance and vocational education, I am sure, exceeds that of 90 per cent of the administrators in this country. There simply is not enough time.

It would be my suggestion that efforts be made to develop and distribute publications aimed at the lay public (board members, superintendents, and principals), that speak to them about the importance and the mandatory necessity of occupational education for everyone based on sound guidance and information. I would urge you to consider these two areas of responsibility as you talk with the decision makers in your states. I would even go so far as to say that if you attended only half of your professional meetings and spent the rest of the time at principals' and superintendents' meetings, Bureau of Employment Security meetings, state planning meetings, and city council meetings, you would probably to a better job of communicating. Now, you realize, I am not getting paid to make this speech; it is free, so you can do whatever you want with it and you may accept it in that light. All I am trying to do is suggest some things that I think would be helpful to the job that you and the rest of us in education have to do.

In preface to my direct remarks regarding the guidance of the non-college bound student, I would like to provide some background information that is important to the premises I will present. The background information has to do with the impact of technology on our society. As you know, the United States is the most highly industrialized nation in the world today. In fact, there isn't another nation that begins to match this country in the degree of industrialization or in the percentage of people who live in urban centers. This is in contrast to 100 years ago when 75 per cent of our work force was employed in agriculture and/or related industries. (The statistic I want to give to you which proves that we are the most industrialized country in the world is this: each year we produce more automobiles than children. I don't know what that means but when I read it I thought it was fascinating.)

Industrialization in the United States has reached a point where it is technologically possible to have all of our necessary energy produced through transuranium elements. We have all the energy we need to run our factories, automobiles, aircraft, and to heat our homes or whatever else we need to do. This fact has tremendous implications for the structure of the work world and for the role of man as a worker in our society. Together with the applications of computers, to what we are discovering about DNA and other genetic phenomena, we literally can almost predict the kind of youngsters that two people who are being married might have in a certain number of cases. In fact, there are geneticists who claim that this is now possible and the question they ask is, "What kind do you want?" If we could have made such a decision about our children 100 years ago, I am sure our answer would have been quite different from our answer today. And, if we could make such a decision today, how would it effect the adjustment of that person fifty years from now? These are simple questions, however. The really difficult one is, "Who is going to make such decisions?" We need to face this question and others like it because of our rapidly developing technology. We know, for example, that if we could change our weather, we would be able to modify our entire culture. If we could carry energy around in a bucket, so to speak, we would be able to locate our factories and our work force as needed. Such actual and anticipated applications of our technology have brought about a major cultural revolution in our society and I would like to speak about this revolution at this point.

Throughout history man has been developing certain basic concepts and basic understandings about the earth and his relationship to it. In the span of just a few short years, however, many of these historical concepts have been changed drastically. This has been particularly true in our country. Until approximately 1940-45 when atomic energy was harnessed, when rockets were first used on a wide scale, and when television first became practical, our cultural patterns remained relatively static. Suddenly, however, changes began to take place rapidly. If you think in terms of the speed with which man could move over the face of the earth, consider that for thousands of years he did not travel at more than 15 miles per hour; suddenly, today, he is traveling at more than 20,000 miles per hour. If you think in terms of the amount of knowledge that man has, if you think in terms of the population explosion, if you think in terms of the ability to communicate between and among men on this earth, all follow pretty much the same pattern of rapid change.

Now you have read and heard about this, but it seems to me, that you can apply the same kind of thinking to our changing values and attitudes. Our generation was born and raised in an earlier concept of time and change; today's generation was born and is being raised in today's concept of time and change.

Fundamentally, the past can be represented by two words: scarcity and stability. In the past, man usually did not have enough to eat. There was not enough food to go around. Thus, the question that society faced at that time was how to divide the available food. The other word that represented the past was stability. If you gave the right guidance to a youngster at a certain age, he could make a choice which would stand him in good stead all his life. "Son, if you become the best blacksmith in town and don't get drunk too often and treat people right and do your job well, you will always make a good living." Well, there aren't many blacksmiths anymore.

The situation in which we find ourselves today, I think, can best be described by two other words which are almost completely opposite from scarcity and stability. These words are abundance and change. (I am speaking of our western world for I realize that 90 per cent of the people in the world still face the age old problem of scarcity, and non-change or stability.) We have a problem of abundance in this country. What are we going to do if people don't buy all of the automobiles we produce? What are we going to do if we continue to produce vast amounts of wheat, corn, cotton, and tobacco? We don't know how to solve the problem of abundance or even how to approach it because it is so different from our past experience. The problem that we face now is not how to divide the pie, but how to educate our society to produce and consume more.

The other word that characterizes our society today is change. I wonder whether guidance is really the process of helping people see the variety of opportunities and decisions that can be made. If we go back and look at the situation where change was not expected, where scarcity was the byword, then the problem was to make the right decision, to gain the right skills, making sure they were specific enough, and then you were set. Today, however, a problem exists because of our changing occupational structure. An individual's first occupational decision probably will not be his last occupational decision. The concept of being all set, of finding the right answer, just doesn't apply.

We also have witnessed a real change in the nature of work. Sixteen years ago, for the first time in this country, the percentage of workers in the labor force involved in service industries exceeded 50 per cent of the civilian labor force. Today, it reaches nearly 60 per cent of the civilian work force. In the minds of many people these workers are involved in work that isn't really work. I will always remember the application of a young man in the Peace Corps who wrote the following in the blank where it asked about the kind of work his father did: "My father worked for 25 years as a carpenter but now he is a minister," as if the role of minister was not work.

Our folk heroes of the past, such as Paul Bunyon and John Henry, are remembered for the work they did with their muscles. Today we have a new concept of work and it seems to me it can't be measured in terms of the energy it takes to move something somewhere.

Another relevant concept that affects our nation of work is the Protestant Ethic. Work is something that man does because he has to eat; he has to clothe his family. Interestingly enough, Congress is now talking about a guaranteed annual wage for everyone. These and other such occurrences have resulted in a downgrading of muscle power. Very simply, this means that an adolescent who used to be an economic asset in most families, is a liability today. In our society a child is an economic liability where just a short time ago he was an economic asset. If you had four boys and three girls and 120 acres a few years ago, you would be successful because your children produced for you--they had economic value. Today, 30 per cent of our young people leave school. Today, at a time when we are experiencing rapid economic growth, 20 per cent of the individuals between the ages of 16 and 22 years of age find themselves unemployed. Adolescents have little economic value.

Another thing that is disheartening to me is the fact that the adolescents of today have little opportunity to obtain work experience. I don't mean work in terms of having to get up at four o'clock in the morning to milk the cows and then walk five miles to school as we always had to do. Also, I am not thinking of work experience only in terms of gaining certain kinds of skills although skills are important. Rather, I am thinking in terms of the psychological-sociological impact work experiences have on an individual. What I mean is illustrated by the example of a boy who is perfectly willing to mow the neighbor's lawn but won't mow his dad's lawn. The reason for this is very simple. The neighbor says, "Thank you so much, you are a great guy." Dad, on the other hand, says, "What's wrong, you should have done that last Thursday." In other words, work needs to be thought of by an individual as an opportunity to make a contribution; as an opportunity to be recognized. Our young people today do not have much opportunity to find themselves in a place where what they do matters. Why do young men spend four hours a day on the football field? You can't make me believe that they do it because they like football. It just doesn't make sense for them to get out there and get their heads banged in because they like it. They do it, I think, because it provides them with the opportunity to feel important. In the past there were many ways young people could gain such feelings; the kind you and I received in terms of a less urban society. Today, young people seem to feel they have little value; that they are a detriment to their families.

We have an unemployment problem in this country primarily, I suppose, because we have so much underemployment. Dropouts from our schools enter the labor force without much skill. They never experience the kind of work role such as that of an artist, singer, entertainer, bricklayer, taxicab driver, or physicist because they never have had the opportunity to get involved in situations that lead to continued learning. Dropouts who leave school tend to have about the same amount of ability as the youngsters who finish. In Jefferson's time it was recognized that everyone needed an education because reading, writing, and arithmetic were important for a society that governed itself. Also, since we said we were not going to have a class system in our society, and since everyone was going to be equal, the thing to do was to give everyone the same education thus making sure that everyone had equal opportunities.

Well, we know today that the same education for everyone is not necessarily equal education. In fact, it may be quite different. It seems to me that we have reached the point in our technological age where occupational education for everyone is just as important as reading, writing, and arithmetic were for everyone in Jefferson's time. I am not saying that reading, writing, and arithmetic are not important today, for we certainly need more young people in college and in professional fields. But today, we also need to recognize that, due to the complexity of the work world, everyone needs occupational skills. For some of us these skills are obtained in college while for others they are obtained at the graduate school level. For others, occupational skills are needed at the ninth grade level because almost 30 per cent of these youngsters leave school before the tenth grade. We are spending vast amounts of money per year for post-high school educational programs to put band-aids on wounds that occurred earlier.

Traditionally, schools have essentially functioned as a selection unit. We select individuals who could stay in and we then provide them with a certain menu as long as they can take it, but at some point they leave. The technological revolution has taken away the margin of error that our educational institutions previously had available to them. The margin of error I am speaking about was the great value muscle power had in our labor force. If an individual couldn't learn in school, he was advised he would be better off to quit and take a job. "Young man, if you don't want to get this, the best thing is to get out of school and get a job." "If you don't like that, you had better join the Navy where they will teach you something." The unfortunate thing about such advice today is that unskilled jobs are not available because business or industry can't afford to dig ditches with men and shovels. Neither can the Navy, which now spends between nine and ten thousand dollars a year to train one person, afford to train somebody who will only be in the Navy for two years. Then, too, there was a time when a man could feed and clothe his children and be recognized as being successful. Well, the point is, one doesn't have to be a working member of society to feed and clothe his children today.

Another concept that I would like to discuss is the nature of our educational system. As long as our society was based on the concepts of scarcity and stability, and things remained static, our educational institutions could also remain static. Today, however, under the influence of the concept of change, educational institutions can not remain static; and yet I have seen statistics that show, even with the greatly increased quality of young people entering college, the attrition rate is about the same as it was in years past. Why this should be, I don't know other than that institutions just don't change, unless pressures are brought to bear on them to change. I think, if we are going to establish the occupational, vocational, and guidance programs we need in our schools, we are going to have to put pressure on our schools.

Let me now try to suggest a model to you that I think might be helpful for guiding the non-college bound student. If 30 per cent of our young people are leaving school before they reach the 10th grade, it seems to me that we will need to develop programs geared to their needs in our junior high schools. Up to now we have not had such programs either through the Office of Economic Opportunity, the Labor Department, or in our regular educational system. It seems to me we have to try to build a bridge from the junior to the senior high school. This might come about through a concentrated occupational information program in our industrial arts and home economics programs which could include visiting places where people work or bringing people into school to talk about occupations. The effort should not be at trying to get young people to make a choice, but rather toward helping them see the wide variety of occupational possibilities available. There are many skill levels in the automotive field, for example, all the way from a service station attendant or tire recapper to a highly skilled mechanic or engine designer in Detroit. The same thing is true in the food service area where you can point to the waitress at the local Burgerboy as well as to the dietician who plans menus for the New York World's Fair. There are many skill levels, a place for every boy and girl in all occupational fields. And, I suspect that if we would develop such programs in our junior high schools, they would probably lead to vocational programs which could include, perhaps, a one semester course on being a waitress at a Burgerboy, because this is where many students gain their first work experience, as well as to Merit Scholarships for those who are going on to college. I would think that a total guidance and occupational program would include residential schools for youngsters who, because of background environment and lack of aspiration, have been unable to make the effort or to see the future. Instead of using the Job Corps model where we take young people at age 16, at an age when many behavior patterns are already established, I would suggest that maybe we should work with them at age 12 or 13. I am thinking of the young people whom we should keep in school but excuse by the small print in the law which says that they are irreconcilable to school. Statistics indicate that a sizeable number of young people fit this category.

I also believe we need to have work-experience programs available in our schools for students who want and need them. I'm thinking not only of specific pre-employment vocational and skill kinds of work-study programs, but also of work-study programs similar to those which aid college students so that they can stay in school. And we say this is not the thing to do in high school. You go to high school from 9:00 to 4:00 or you get out. Now why isn't work experience as valuable for high school students as it is for college students? Incidentally, the plan is not to include work-study money in the 1968 program of Vocational Education. I believe that all of the current work-study programs such as the Youth Corps Program and those financed by the Economic Opportunity Act should be in our schools, available for all youngsters. Some changes would have to be made to do this, but I think we need such work experience programs in our schools because for too long we have said to our young people, "Look, you need an education so you won't have to work."

Many fathers have said, "Son, I don't care what sacrifice I have to make, you are going to get an education so you won't have to work like I do." Is there something wrong with work? If we think of work as it used to be, I think there may be a basis for asking such a question. Today, however, machines are able to do much of the physical type of work better and cheaper than men and thus work takes on a new dimension.

The next thing that I think is going to have to happen in every school in this country--or there will be no guidance program worth looking at, or no occupational program that has much muscle--is full-time placement services for every boy and girl in school, with the school taking on the same responsibility for the non-college bound student as they now do for the college bound student. When we accept a student, we accept the responsibility of helping him reach the next point. The minute we begin to do this, we put ourselves into the position of having to evaluate how well we are doing our job. The minute we evaluate, we are going to find out that we need to make some changes in our schools for some of our youngsters. The most frequent form of evaluation in our schools takes the form of the number of Merit Scholarships awarded or the percentage of students going on to college. Now these are certainly criteria for success and they are important and necessary. An additional criterion for success, however, that I would like to see accrediting commissions of our country put into their portfolio is: if a school's dropout rate becomes too high, it loses its accreditation. Such a criterion would certainly force some changes.

It seems to me that another result of a placement service would be the beginning of a dialogue with a part of our society with whom we in schools rarely talk. The parents of the poor kids and the employers who hire these poor kids. They would have the opportunity to say, "Look, what about this and what about that?" and we would have to listen because they would be talking about our program. I think the outcome of such a dialogue would be new curricular patterns, with many new occupational programs which would examine broad occupational clusters, or one semester skill-type courses for the dropouts who will leave school during the sophomore year. Maybe we had better give these young people some occupational skills before they leave, rather than just counseling them not to leave. I don't think you and I as educators will be able to do this unless we obtain feedback from the public when we try to place these students. Such placement services would involve, of course, the upgrading of the under-employed to provide places for them. It would increase our technical programs, it would increase the numbers going on to professional schools and, in my judgment, the quality of our academic programs.

This, then, is what I am suggesting. We need and must have in our schools the same kind of flow pattern for the non-college bound that we now have for the college bound. When a youngster enters junior high school, he has the opportunity to learn about the opportunities in high school for certain kinds of skill training that will lead to direct job placement by the school. I see no reason why the Bureau of Employment Security should not be putting, in many of our larger schools, a person, full time, to work with the guidance department to provide the necessary occupational information. It might change the image of the Bureau of Employment Security in many communities where it is now seen as the place where you pick up your unemployment checks. Also, in junior high school, the youngster should be able to see that if he takes this course in high school, it will lead to work; if he takes this course, it may lead to pre-technical or to one or two years in a post-high school education institution. In any case, whatever he takes, the school should have some responsibility to help him reach the next step.

If you ask college bound students in your school why they take certain courses, they will tell you, "Don't be stupid. You have to take them to get into college." By the same token, if you run a placement program and help young people find a job, you can say, "Look, you need this math." They may answer, "I don't think I need it and I don't want to take it." Your answer could be, "O.K., we will not help you get the job if you can't follow our advice." Now that is a hard-nose way of looking at it, but they will take math if they can see it will help them get a job and a 1956 Ford to rebuild. Both types of student will be taking courses for the same reason: to get where they want to go.

The alternative to what I have suggested, and I feel it is extremely dangerous, is a separate school system in which the school becomes the judge and says, for you and you and you at this point, leave this school; and you go to this one and you qualify for this one, not by Merit Scholarship examination but the level of your family income, the marks you made in school or the I.Q. test, or whatever we devise, and we will have a segregated school system based on Federal law. Now I am not saying that the Office of Economic Opportunity programs and the Neighborhood Youth Corps and such are not necessary. They are necessary and they are going to continue until we take care of the young people we haven't taken care of before. But it certainly seems to me that it would be much cheaper to prevent such situations than it is to attempt to correct them. Unfortunately, we as school people haven't seen this to be our job. I talked with a group of superintendents recently and the majority of them said, "Look, that's none of our business, that's not education." If the schools cannot and will not take it on, somebody is going to do it.

We can't, according to our moral ethic, let people starve; we can't ignore them. Through the mass media our young people know what is going on in this world for they are with the boys on Daytona Beach and with the riots in South Chicago and it has nothing to do with the income of the family. They are saying, "Where is my place in this society?" We could end up, it seems to me, with the rich against the poor such as the situation which exists in many countries in Latin America.

A recent study in the Office of Education, the Equal Educational Opportunity Study, indicated that when a poor youngster went to a school that had students with high aspiration levels, his aspirations went up. Should we then, if this is true, take students who are poor in reading, poor in economics, and poor in attitude and put them in one place and say we are going to correct the situation. The study showed that the disadvantaged generally feel they have no control over their future; that what happens to them is a matter of pure chance. Well, if these young people feel this way, we are in conflict with a basic promise of this country; a basic promise which says there is a chance for everyone to climb the ladder. In the Bronx, in South Chicago, we have thousands of young people who see no hope. They ask, "What difference does it make if we riot?" "What difference does it make if we disregard law and order?" "We have no hope anyway." Somehow, I think we have to solve this problem or we will lose the middle class that has been the strength of our country and which has allowed neither the left nor the right to gain the upper hand. We must have a balancing by the middle class.

In closing, let me throw out several other ideas. What would happen if we gave certain high school students who are neighbors of some of the disadvantages students $100 and we said to them, "You are getting along well in school. Your aspirations are good. Here's $100. Pick a buddy over there to work with. Do anything with the $100 you want. Take him out and play golf, take him to a show, buy him a sweater or some glasses." I don't know if this project would do much for the disadvantaged, but it would be a great deal for the advantaged youngster and I am not so sure that it wouldn't work as well for the disadvantaged student.

What would be wrong with giving educational scholarships at the fifth grade level? Why not go to a disadvantaged family and say to a youngster at the fifth grade level: "Look, here's a college scholarship. We'll guarantee you a college education. All you have to do is stay with it." Why not do it then? It wouldn't cost a dime more to say to this boy from a family of six disadvantaged children, "Look, it's the same thing as buying an insurance policy. Here's your college education, now do well."

Also, when are we going to make a big push to get counseling technicians and vocational teacher technicians? We are now training technicians for nursing and veterinarians. Perhaps we should really take ourselves at our word and begin to use technicians in our field.

As I close, let me say that basically what I think underlies many of the problems that grow out of technological change, is that young people have no way to contribute in our society. They find no way that they can enter our society as a worthy person. It seems to me, we have to set up patterns for our young people to allow them to enter society as contributing, participating, members of society.

One final word. As you write and as you publish, please talk to your principals, your superintendents, your school board members, and the lay public in terms that they understand. They need very much to have the understanding, the facts, and information that you have about the problems we have been discussing. Remember, the votes are with these people. Thank you very much.

Discussion

Audience

One name for a guidance technician could be secretary. We have been having a great deal of difficulty in getting such people in our schools. Maybe our strategy should be to hire secretarial help and call them guidance technicians.

Grant Venn

There is no question that this is a real problem because a superintendent can say, "I have a guidance program with guidance people," when, in fact, they are correcting papers. It is going to be a problem twenty years from now, too, because there will always be a budget. But I think we do sometimes ask for additional kinds of help without realizing that within our high school, college, or wherever we are working, there are many young people who could and would help us with our work free of charge.

As an example of this I would like to refer to a Neighborhood Youth Corps Program in operation in the school system in which I was employed until just recently. We had 50 girls working on cataloguing all of the books in our elementary libraries so we could open in September. We ran out of funds, but we asked the girls to stay and work for three weeks because we couldn't open school without their help. Remember now, these were Neighborhood Youth Corps girls. Their family income was less than $2,000. They were the wrong kids from the wrong families with the wrong attitude. Forty-eight girls stayed and worked for three weeks free of charge, because as several of them said, this was the first time that anybody had ever asked them for help to do something important.

I am convinced we can do something for such youngsters, but they must receive recognition. We sent report cards home to the parents of these students in the work-study, job placement program. They looked just like the regular academic report card. We received stacks of letters from parents saying, "This is the first time my child ever received a good mark in school." The mark may have been on being a service station attendant but it still said something good about that student. Unfortunately, we don't do much of this. I don't know what the answer is but I think if we came up with new kinds of programs that had visibility, we would get the help we need. Unfortunately, going back and saying we are running a guidance program now and have to have this much more money is sometimes harder than obtaining money for a new program.

Audience

Would you elaborate a bit more on the Employment Service's role in a school placement service?

Grant Venn

What I see is this: if you are running a placement service, it should be run by the schools and no one else. The Employment Service can aid in the program, however, because they have information about growing occupations, changing patterns and needs, and employment opportunities which should be available to the schools. They have certain kinds of test information which also may be useful. Also, I think as our population becomes more mobile, as a large factory, or new kinds of employment opportunities spring up somewhere in our country by the allocation of Federal funds, we are going to have to, in the future, use the Employment Service to get people where the jobs are. I think these are some of the ways to work with Employment Service people.

Audience

Are you talking about Employment Service people being in schools and working with students or are you talking about Employment Service people working primarily with counselors who, in turn, will interpret and feed the information into the program? I think it makes a big difference.

Grant Venn

I suppose there would be as many different ways and approaches to use their services as there are schools. I would say this, though: a school program should be controlled and run by the school. I am not saying that the Employment Service should move in and run the school's program. It has to be a joint effort.

Audience

We were recently visited by members of a research team from the Department of Labor. Apparently Department of Labor and Employment Security Commission people are also thinking quite seriously of the placement problem as a coordinated effort. Do you have anything that you might say to our group about this?

Grant Venn

I sense that at the Federal level, because of the church-state issue, because of the state versus Federal control issue, and because of racial problems, the political, business and labor leadership of the country have decided that solutions to problems must be found and thus almost every agency of the Federal government in some way is working towards that end. How do we coordinate thirty different programs in the Federal government that are now making funds available for occupational education? I don't even know what they all are. Someone calls on the phone and asks about a program about which I know nothing. I think as a society we are looking at our problems and asking how we build a model that will solve them. The Office of Economic Opportunity (OEO) programs, in effect, came up with two billion dollars to spend in one lump sum, in areas that the educators in this country did not see as necessary or part of their program. I think our greatest problem today is that we talk about the guidance program, we talk about the vocational program, but what we should be talking about is, as was mentioned earlier, what about the disadvantaged kids, what about the poor kids, what about the Negro kids, what about under-employed, and what about the shortage of technicians. If we talked about these things and had a proposal to do something about them, I think we could obtain the necessary funds.

Audience

I would like your reaction to the recent development where the Employment Service is asking schools to take over, entirely, the administration of the General Aptitude Test Battery. Do you think this trend is in the right direction?

Grant Venn

I don't think it is. I don't know, however, if they are really trying to do that. I have a hunch that the Labor Department is as honest as we are and that's probably what's bothering them. I think we have tremendous problems and everyone is trying to find some way to solve them. There is no question that the Labor Department or any other agency of the Federal government can say that the schools are not solving the problems of many of our young people. I will say very frankly that some superintendents of schools and some school districts in this country do not intend to and do not want to. Why? Because there is an Elementary and Secondary Education Act, there is a Higher Education Act, there is Head Start, there are a million things pressing on them. Having just been a superintendent of schools with my personal interest and conviction, I could give hardly any time to occupational education and guidance programs. That is why I said you have to reach your administrators and school board members and talk to them about these programs.

Audience

Who sets the standards for the Employment Service people working in the schools? The Employment Service? The schools? Professional Associations? Who takes the responsibility?

Grant Venn

Well, I'm not really too worried about that. As long as the schools are running the programs and someone is not doing a satisfactory job, you can ask him to leave. My only reason for wanting such help in the schools is because, in today's society, just having occupational skills or finding a job, is not enough. We must give our students a broad general education into which they can build flexibility. The standards will develop. I think, sometimes we wait to start a program until it is completely outlined to the last detail. I think we could start programs and if they were accomplishing something, we would receive the necessary support to continue them. Sometimes we try to spell out the philosophy of what we are going to do too completely. In selling a bond issue to a community we sometimes go into elaborate detail to explain the program even to the extent of saying Room 203 will be painted blue and everybody says I am all for the bond issue, but as long as you have blue paint in Room 203 I am going to have to vote against the issue. Sometimes I think that with all of our information, knowledge, and facts, we spell things out in too much detail.

Audience

Have you talked to people in labor unions so that they will appreciate the fact that we are confronted with some of these problems?

Grant Venn

I spent an afternoon recently with the AFL-CIO Education Advisory Committee and just three weeks ago, Mr. Rogen testified before the Perkin's Committee that he thought job-entry placement should be done in every school in this country.

At the local level you have a somewhat different kind of problem because you will be dealing with a shop steward with various responsibilities. He is concerned about working with his employer. Nobody, however, I believe, will argue against the school helping every child find a job and become successful.

Audience

To conduct programs of placement we will need support.

Grant Venn

I am sure we will give you all the support we can. I would have a placement operation in my school next year, however, whether or not I received a dime from the outside sources. The feedback from our placement activities about our students' needs and about the things they were facing, created more pressure to change the instructional programs in our schools than anything we had ever seen. Once you are in the business of placing students in jobs, you will find a great deal of pressure developing to hire more counselors to help the students find the right jobs. As long as you don't have to place graduates, it doesn't really matter whether you counsel them or not, does it? In a pragmatic sense, if you take this on, then pressure develops for a better program to serve student needs.

Audience

If you take the action necessary to develop a program of placement, program support for the second and third year will not be a problem because it will sell itself.

Grant Venn

Well, I think this definitely happens. The question is how do you move into this circle. You have to get in the circle somewhere.

Audience

I don't think we have a quarrel with the notion about placement being the responsibility of the school. But there are several things that you said, Dr. Venn, that don't worry you but I wish did. One is the notion of how students make decisions. How do they make decisions and how do they implement them? Now if we are going to talk about a separate placement person, we have to talk about him in relationship to the counselor who is in the school. It doesn't seem practical to me to have a counselor help a student make decisions and then send him to somebody else to find out if he can implement his decision.

Grant Venn

I don't feel that the placement service is a separate operation. It is part of the total guidance responsibility. In fact, I don't see the guidance program as something set apart from the school's program.

Audience

Neither do we.

Grant Venn

I think Dr. Allen, the Commissioner of Education in New York, at the Conference of the State Compact for Education in Chicago, made a statement that was very significant. It is, "No institution in our society today can solve its problems unilaterally." The more I think about it, the more I begin to understand that it is literally true; no organization by itself, because of the complexity and the changing nature of our society can be isolated.

Audience

In your book you made some comments concerning the outmoded notions of apprenticeship and the need for change. Do you see any realistic hope of making any change in the apprenticeship program?

Grant Venn

I have been involved in discussions on this subject since I have been in Washington. As you know, the number of students involved in the apprenticeship trades program in this country has been decreasing. There is a great deal of discussion about what is now being done in some of the European countries concerning this matter. What I think is going to happen, and what I think we may need to study, is the fact that nearly 60 per cent of our labor force is involved in occupations that do not fit the traditional apprenticeship model and yet these are the areas that many of our young people are going to enter. I suspect we will need to modify apprenticeship programs so that they provide training for a much broader range of occupations.

In closing I would like to say, having been so definite with my answers, that I am not nearly as confident about all of these things as it sounded. My intent today was to throw out some ideas which I hope will stimulate you as you consider the many and varied problems that face our nation. I believe we do have a great opportunity and we must assume a leadership role. We just can't say any longer, "Well, the youngster wouldn't stay in school." If we say this, we'll be back where we were before we started.

Panel: (cont'd.) RESOURCES FOR VOCATIONAL GUIDANCE:

THE ROLE OF INDUSTRY

George A. Rietz, Consultant-Educational Relations
General Electric Company

John Odgers and his associates are to be congratulated on having developed a well-rounded program for this Seminar. I particularly wish to congratulate them for scheduling this afternoon's general session and tomorrow morning's concurrent sessions on the resources of business, labor, industry, and government available to counselors and teachers. I believe they are urging you and your associates in vocational guidance and education to look outside the classroom and beyond the campus for resources to help add realism and challenge to students' classroom experiences. Perhaps they read the 1955 Annual Report of the American Association of School Administrators in which this statement appears, "The school that uses its community as a teaching and learning laboratory is using live ammunition." Or perhaps their inspiration came from Alfred North Whitehead's well-known statement, "For a successful education there must always be a certain freshness in the knowledge dealt with. It must either be new in itself, or it must be invested with some novelty of application to the world of our time." Or perhaps they read the report on the national survey of teenage boys conducted for the Boy Scouts of America by the Survey Research Center of the University of Michigan. Here are some of the items contained in that report: Fifty-seven per cent of the teenage boys worry about achievement. Fifty-eight per cent said taking responsibility makes them feel important and useful--only 12 per cent said being part of the group accomplished this. What did they think they must make decisions about in the next few years? Seventy-six per cent said they needed to make a decision about their education while 68 per cent felt they needed to make a decision about an occupation. Eighty-three per cent said they want more information on vocations and the training required for various careers. And, 94 per cent said they wanted adult help and guidance in their activities. Personal interviews with a national sampling of 14-, 15-, and 16-year old boys pointed out that they wanted more contact with adults, not on a "buddy buddy" basis, but on the basis of the realities of adult life. How can these needs of secondary school students be met without involving the other adults of the community in school programs?

What kinds of assistance can you reasonably expect from business and industry? Many immediately think of financial support, and there is no doubt that financial assistance is necessary on occasion. For a well-conceived program, I would be fairly optimistic about receiving some financial assistance nationally, but more frequently and appropriately it should come from local business and industry. Where financial help is essential to the success of a well-conceived program, you may succeed in obtaining it by making certain your potential supporters fully understand your proposal. There are, however, at least three other types of business and industry resources which are usually more essential to achieving results. These are: (1) physical materials and aides; (2) the facilities of people, plants, offices, and laboratories; and (3) the availability of business and industry people to aid in the solving of education problems.

I am delighted to participate in this important meeting, although I am learning more, I am sure, than I may be contributing to it. Representatives of business and industry are being included in more and more educational meetings of all types as well as serving as members of committees or task forces working at the national or regional level. Don't overlook the fact that in any local community there are competent people in all areas of employment who can bring experiences and know-how that will contribute to the success of a project; remember, they will be motivated because they realize their children will receive the benefits.

Physical materials and aides available to counselors include bulletins, films, audio tapes, recordings, and equipment. Where these have been prepared for use in the classroom, in consultation with educators, and are free from commercialism, counselors and teachers will find them to be effective "tools." Such materials usually are available from the headquarters of larger companies. Many local people, however, are aware of their availability. Bob Jacobsen has described many of the materials that are available from the U.S. Chamber of Commerce, nationally and locally. Many of you perhaps receive the Job Information Service materials from the National Association of Manufacturers. As you may know, these materials consist of individual "Job Previews," each of which provides career information on a particular job. Most of you also are probably aware of our publications available to secondary school counselors and teachers because your requests for classroom quantities, over the past 20 years, total more than 150 million. In the guidance area, typical titles are, "The Four Why's," "The Three Why's," "Start Planning Now For Your Career," "Careers--Opportunities and Preparations," and "You and the Computer." Also, a typical film on guidance is "Careers in Engineering," which received this year's Thomas Alva Edison Film Citation. These are typical of the kinds of publications and films available from a large number of national organizations and associations. They do help you bring to students opportunities to read about and hear about things that are of concern to them. Counselors and teachers tell us that much of the material duplicates what they have been telling the students regularly, but that seeing it in print or on film, from an outside source, somehow adds importance and meaning to it.

Each year some companies budget money to provide opportunities for secondary school counselors to become more familiar and up-to-date on jobs, hiring practices and procedures, opportunities for continued education and training on the job, and business operations through summer orientation programs either at company headquarters or in connection with sponsored programs at various universities. In our own programs of this type and that of another company with which I am familiar, the facilities of our local people, plants, offices, and laboratories provide extensive opportunities to explore all of these areas. For example, at Boston University and the University of Louisville, we sponsor 100 secondary school counselors from 20 states to spend six weeks taking graduate courses in their field, coupled with a well-planned and coordinated "laboratory" sequence in our local offices, plants, and laboratories. Among the objectives the universities and we have established to be accomplished by our "laboratory" part of the program are:

1. To give the counselor an understanding of careers and job

Seventh General Session

Panel: RESOURCES FOR VOCATIONAL GUIDANCE:

THE ROLE OF THE CHAMBER OF COMMERCE

Robert F. Jacobsen, Chamber of Commerce of the
United States, Washington, D.C.

It is a pleasure to be with you today to talk about vocational guidance. I am impressed with how society expects you to prepare youth for the future. Your responsibilities are great. I hope my remarks reassure you of the business community's high regard for what you are doing and its desire to help in your work.

My subject, "The Resources for Vocational Guidance from the Chamber of Commerce," allows me to tell you how the business leaders of our country want to help you carry out your important work.

So that we start out with a common understanding of what the Chamber of Commerce is, I would like to review briefly the different segments of the Chamber of Commerce Federation.

I am sure you know about the Chamber of Commerce in your home community. There are approximately 3,200 of the local chambers of commerce; they are independent organizations. Each chamber competes to establish in its community a climate that is conducive to the successful operation of business.

At the state level, there are State Chambers of Commerce. (Not every state has one--but most do.) Again, these are independent organizations, established by businessmen to develop a climate that is conducive to the successful operation of business.

At the national level, operating out of Washington, D.C., is the Chamber of Commerce of the United States. Its membership includes most of the local chambers of commerce, the state chambers of commerce, and many businesses--who also belong to local, state, or industry groups. This membership looks to the National Chamber to represent business interests and work to develop a climate conducive to the successful operation of business.

Now let's consider what is meant by "climate conducive to the successful operation of business." It concerns the attitude citizens and government have towards business--the justness of regulations, the equity of taxes, and the availability of a qualified and willing work force. They are all important. Perhaps I would get an argument from some businessmen if I said one was more important than another, but I am willing to wager that today no businessman would rate any consideration as having more importance than having "an adequate supply of qualified manpower."

This is shown by the many businessmen who say, "Manpower is our most important asset. We expect our chambers of commerce and trade associations to develop programs and activities that will attract, inspire, and develop a plentiful supply of qualified manpower."

To carry out this membership mandate, chambers and associations establish education or manpower committees. These committees are made up of business members of the chamber concerned with the educational programs and vocational guidance that youth receive. These business members want to make sure that their community--their industry--has a supply of manpower that will enable them to compete successfully for business in our free market economy.

Through their education committees, these businessmen endorse, promote, sponsor, organize, coordinate, and marshal business resources to further the guidance services that schools can provide their students.

If you ask what the chamber resources are, I would detail them as manpower, films, booklets, materials, facilities, jobs, information, dollars, and almost any other resource that you would need to carry out a student-serving activity. I truly believe that if, in your vocational guidance activities, you will ask for specific help, business leaders will see that you receive it.

To illustrate these resources and demonstrate the great variety of help that is available to meet specific needs, I contacted twenty local chambers of commerce and five trade associations. I asked if they were cooperating with local schools, and all of them said that they were. Their answers impressed me with the individuality of local school systems and the pride of local community leaders. Each seemed to feel what they were doing was unique and suited to their community's needs. Still, I was able to categorize these efforts into twelve activities that I believe any local chamber would be pleased to develop in cooperation with local schools. Here are the twelve ideas--a brief introduction to the resources any chamber can assemble:

1. Many local chambers have weekly radio and television programs. In Buffalo, New York, the chamber used its programs to present information about different careers, local job opportunities, how to apply for a job, and how to advance on a job. Programs like these can involve industry representatives and students.

2. A local chamber, a business or an industry can give teachers a chance to learn about jobs--job opportunities--job requirements. This summer, the Union Township Chamber of Commerce in Union, New Jersey, organized a six-week program for counselors. In Akron, Ohio, Goodyear brought in eight high school counselors for a summer program. Counselors who want such opportunities--administrators who want counselors to have such opportunities--should ask and let their interest be known.

3. Many local chambers work with their State Employment Service to survey the job opportunities and future manpower needs of the community. The information gathered from such a report has application, not just to guidance activities but also to curriculum planning. The Dallas, Texas, Chamber of Commerce has conducted several surveys of this kind. They have developed an effective means of communicating their findings. From school/business cooperation, business leaders in Dallas have recently developed a campaign to

promote "Employment Oriented Training." This would seem to be a powerful weapon to keep young people in school and attract adults to vocational training.

4. A few years ago, concerned business leaders in Everett, Massachusetts, developed the PREP Club Program. Students are given opportunities to select vocations that interest them. Students with similar interest are organized into clubs of 15 to 20 members. These clubs meet under the guidance of people working in the specialized vocational field. They follow a program plan of twelve meetings--many times the group schedules additional meetings to gain insight into the specific vocational field. Students learn of opportunities, requirements, the workings of business, job attitudes, and they establish important friendships with local business representatives.

   The PREP Club Program that was developed in Everett is being extended to other communities where school and business leaders recognize the student need and interest for information about vocations.

5. The PREP Club Program was adopted by the Huntington, New York Chamber of Commerce. After a year's experience, school and business leaders recognized the need to orient school teachers and counselors to the job opportunities in local businesses. An orientation program for teachers and counselors will precede the start of the 1966-67 PREP Club Program in Huntington. I don't believe there is a community in the country where business leaders would not quickly respond to a teacher expressing the need and/or interest for job opportunity information.

6. There are job training and work experience opportunities in every community. Sometimes these are formalized through part-time cooperative training programs. However, job training and work experience are not limited to students electing vocational sequences. The J. I Case Company in Racine, Wisconsin, asked a school system to identify potential dropouts and they then developed a work experience program that has spread to other firms and communities after one year.

7. Many communities have held Job Fairs to acquaint youth and adults with local job opportunities. I liked a recent TIME MAGAZINE report in which a San Francisco businessman said, "I wish every chamber of commerce in the country would hold a Job Fair like ours!" I'm confident that if school administrators or counselors would ask, local chambers would organize a Job Fair.

8. In Jackson, Tennessee, local business leaders working through their chamber got the school to identify potential school dropouts. They began with boys of junior high school age. Each of the business leaders arranged to become acquainted with one of the boys. The result of this informal friendship program has been so positive that many businessmen have volunteered to serve in this capacity. The wives of businessmen have also joined the program to serve girls in the community. This program doesn't

always involve work experience, but it does build respect for business and establishes positive attitudes toward work. This experience in Jackson shows the value of counselors seeking the help of business in serving potential dropouts.

9. Several years ago in Toledo, Ohio, business firms started a Christmas holiday activity that will be initiated in almost 100 other cities this year. It is called OPERATION NATIVE SON. The idea is to have local employers gather to meet college students, home for the holidays, and discuss career opportunities in their metropolitan area. The result: college students find their hometown offers career opportunities they had been seeking elsewhere. Perhaps the program idea could be used just as effectively for high school students.

10. The Decatur, Illinois, Chamber of Commerce has developed a list, by occupation, of business leaders willing to counsel with students about job opportunities, training facilities, etc. This list is quite similar to a Boy Scout list of merit badge counselors. This is an activity that serves everyone--the student, the counselor, the business community, and the school.

11. A new plant was about to be opened in Bentleyville, Pennsylvania. There was a need for developing basic job skills and knowledges. The prospective employer, the local chamber, the State Employment Service, and school counselors arranged for high school seniors to visit a similar plant the company operates in another community. This visit gave the students a chance to see the jobs, learn about job requirements, and take employment tests.

12. Do you have a need for career information? Many associations have developed informative brochures, others have produced films, and almost every association has speakers available. I hope that counselors ask to have their names added to mailing lists for such materials.

I hope this review of available resources has whet your interest. If it has, perhaps you are saying, "I wish my chamber would do such things, but I guess they aren't interested." If that is the case, I would suggest you ask. You have an opportunity to use some of your guidance skills, and you'll surely get what you want IF you will:

a. Invite participation, perhaps through an advisory committee;

b. Make yourself a part of the business community--relate its interests to school and youth activities, become a true "community booster," e.g., when you learn that your community or state is starting an industrial development promotion--consider what you have to offer and how you can help;

c. Talk manpower problems--don't have all the answers, don't try to sell a program until you fully understand the need problem;

d. Allow for "lead time." Businessmen recognize it isn't possible to plan all activities ahead of time, but their work on education committees is voluntary. They have other things to do, too, so don't expect "special handling" for every request;

e. Talk SUCCESS. Know young people who are succeeding. Talk about them. Recognize the help they received. Be positive;

f. Follow through. There are many more "first annuals" than there are "second annuals." Try out new ideas, develop new services and activities but follow through and evaluate. These are traits business leaders appreciate. These traits win friends and elicit support for future activities.

There you have a description of the Chamber Federation, some samples of available resources, and some suggestions for sparking cooperation. I hope this sparks further school/business cooperation, for business needs your help.

Personally, I will try to do my best to build guidance/business relationships. ASK and I'll try to see that you receive. ASK and I believe the Chamber of Commerce Federation will deliver.

Thank you.

Panel: (cont'd.) RESOURCES FOR VOCATIONAL GUIDANCE:

THE ROLE OF LABOR

Joseph V. Tuma, Director, Upper Peninsula Committee
for Area Progress, Escanaba, Michigan

I first became a member of a union 30 years ago when I served as an apprentice in a shop at the same time I was a student working my way through college. I had the advantage of learning more, perhaps, in my apprenticeship than I did in college, which may account for my continued identification with the union.

Today, as I view the work world, I see conditions which are quite different from those of 30 years ago. There have been many significant changes, for example, in our country's occupational structure, and I suspect that these changes pose a problem to the counselor who must effectively describe to students what the occupational world is like now and what it will be like ten years from now. It's easy to meet with a group of people like yourselves and say that by 1976, 50 per cent of the occupations will be ones that do not exist today. We can all agree that this is an exciting world, but to the adolescent who asks, "Where do I go from here?" it can be quite the opposite.

The Bureau of Employment Security, the Bureau of Labor Statistics, and the Office of Manpower Evaluation and Research are all concerned about the emergence of new occupations and the obsolescence of others. How does one really prepare for our work world? Perhaps the best dictum we have on this is that people ought to prepare for a variety of occupations in their lifetime. And, to do so adequately, they must be involved in continuous training and education.

During the past 30 years we also have seen tremendous changes in industry. Recently I had an opportunity to observe the assembly lines at the Ford Wickson Plant. The jobs appeared to be as miserable and undesirable as they were when I worked on the line in the 30's. I noted one difference, however, and that difference was in the new equipment that the men were using to increase their productivity. Even though the pace of the line may have been moderated and even though a man does not have to put out as much physical effort as he did in the 30's, the jobs are still repetitive and have little creative character. If one holds such a job, it inevitably results in one of two things: the human personality is destroyed or it creates resentment which may result in wildcat strikes. Men become tired of working under such conditions hour after hour, day after day. As counselors, I am sure, you have enough empathy and understanding of young people to know that it is not reasonable to expect them to live a full life employed in jobs like those. Because of this, I wouldn't be adverse to having assembly line operations automated completely.

In 1954 I helped prepare a pamphlet on automation in which we examined the question, "Is automation a threat or is it a boon?" I think it can be and probably is developing into a boon. As we automate, however, we do encounter problems. These problems can be softened somewhat by shortening the work week, making jobs easier, providing longer vacations and more time off, and by providing more job security through a guaranteed income.

Our country is experiencing another change which is also affecting the labor force. In the past ten years, the population center of the United States moved some 113 miles from mid-Indiana to mid-Illinois. If you visit Phoenix, Tuscon, Salt Lake, Ogden, or Denver, and certainly on the West Coast, San Diego, Los Angeles--that whole megalopolis all the way to Santa Barbara--you will find that there have been enormous population shifts. Such shifts are accompanied by job shifts.

Another problem we face is detecting job emergence or obsolescence. The old arithmetical projections we used in the 40's and 50's have little value in terms of forecasting occupational trends today. In Michigan, the State Manpower Advisory Committee has authorized a study of 20 selected occupations to determine the extent of their emergence or decline. Perhaps this study and similar ones will provide the basis for new methods of occupational trend analysis. I am not quite sure what these methods will be and I am not enough of an actuary to be helpful here. As an observer, however, I will say that we are in trouble now because we don't know what jobs are going to emerge and if we don't know, what can we do for that adolescent who sits across the table and asks, "Where do I go from here?"

Still another problem we face today is the adequacy and versatility of our manpower to harvest the effects of the enormous amounts of money that have been invested in science and technology during the past 30 years. As the results of scientific progress are unfolding before us, we have to have the manpower, we have to have the human resources to translate these results into human betterment. How do we meet this challenge? I suspect that part of the answer is in providing better education and training for our labor force. As one who has been at the bargaining table for many years, I find that there is less contention between labor and management about training than on any other subject. To illustrate, let me relate a case in point. There is a foundry in Indianapolis that was established during World War II. It was manned essentially by people from the South, largely Negro, but also by others who were generally unskilled but who adapted themselves to a foundry situation based upon operations known in 1941. Recently, the company planned to automate, so they came to us and said, "The easiest solution to our new manpower needs problem is to fire all of our present workers and hire new workers. We won't disturb your Union recognition, your Union Certification, or your Union dues; we will simply fire everybody and hire new workers with the appropriate skills. You can represent these new workers and receive their dues just as you always have done." We told them, "We have heard enough. Your workers have been loyal members and workers and we are going to protect them." The plant officials then described their problem, "If we automate our plant, the workers will need different kinds of skills, and many of our current workers cannot even read or write." To help solve management's problem, we went to the people in town and asked for help. We also asked for help from the University of Indiana and with their assistance developed a training program that provided 8th grade certificates, high school diplomas, and post-high school training for the workers in the foundry.

Apprenticeship programs in our country represent another problem area.

These programs are being reshaped and I, for one, think it is long overdue. If I appear to be something of a maverick on this as a Union representative, I think you ought to recognize that I am because I don't think the salvation of the skilled tradesman will occur through the development of an economy of scarcity. I'm not going to suggest that every time skilled tradesmen establish ratios or reduce hours or receive increases in wages that these are automatic devices to control the labor market. I think that in many instances they know just about what the labor market situation is. But we do have and will have a continuing need for skilled workers. Some of the settlements in the building trades, the settlement which was recently worked out with the Machinist Union, and others indicate that we are putting new values on levels of skill.

In 1970 I would not be surprised to see that in our collective bargaining in the automobile industry we will be talking about a short work year. It may be a 35 hour week so that a person works about 250 hours a year less than he is working now. If this is the case, how are they going to utilize effectively their leisure time? Here the labor movement has a responsibility to say to its membership, "Look, if you are going to live in this world of ours, you will need to invest some of your leisure time in training, education, in up-dating your skills, and in improving your personality and your cultural interests." Management, instead of fighting a short work week, would be much wiser to say, "O.K., we will roll with the blow, but instead of giving the man rocking chair time, we'll see that he is offered, as a condition of his employment, as a condition of his short work week, paid time for training." Many companies already are paying tuition refunds. This was negotiated in the automobile industry in 1964 so that a worker now can go to school and have his tuition paid if he completes the course satisfactorily. Such opportunities should be expanded so that as we reduce the work week, a person would be required to spend at least part of this time in training. I don't see anything wrong with this. Just because workers are over 16 years of age doesn't mean they have learned all there is to learn.

opportunities, including such related information as required education and experience, pay rates, and opportunities for advancement.

2. To give a picture of the many educational and training programs available on the job.

3. To give an understanding of industries' selection and hiring practices and procedures and their programs for employee appraisal, counseling, and promotion.

4. To give an overview of the position and contribution of industry to the national economy.

5. To give insight into the organizational structures and patterns of industry.

In an attempt to reach these objectives, we involve as many as 150 employees at each location. Approximately one-half day is devoted to an in-depth study of each major occupational area. Also, the enrollees have opportunities to either personally interview employees working in the specific areas they wish to investigate in depth, or, where the local situation permits, the counselors spend two days on the job with employees who work in the fields of their greatest interest. Also, there are trips to offices, plants, and laboratories to observe people on the job. Perhaps it is not surprising that the typical participant feels, at the end of the six weeks, he has "been there" and has had many first-hand and useful experiences.

At this point I would like to emphasize a fourth resource of business and industry that educators can call upon to add realism and challenge to their students' classroom experiences. This resource is the rich facilities of people, plants, offices, stores, and laboratories available in a local community. At the conclusion of our summer guidance fellowship programs, we tell the participants that the industry contacts and experiences they had can be duplicated in most of their local communities. We challenge them to take the initiative in developing similar activities for their students and faculty. It is not necessary for them to live in a town that has a large industrial organization. Every community has stores, banks, and professional people who will be delighted to cooperate if approached. As Dr. Clarence Leuba, of Antioch College, puts it, "Fundamentally, learning is not just repeating something; learning is connecting that something with as many as possible of the situations in which it will be useful." The place to bring about that "connecting" realistically is to experience it in the employment situation where the action takes place. A counselor or student cannot find a better way to obtain an understanding and "feel" for an occupation than through a continuing personal contact with an individual successfully involved in that occupation. Surveys show that 80 per cent or more of the boys who took jobs immediately upon graduation from high school are still working in the same county 10 years later; so local situations are most applicable for the majority.

What types of activities can a counselor or teacher develop in a local community? Individuals from business and industry can be selected to serve as advisors for various types of school clubs. They already serve on many school boards, task forces, and study groups. Perhaps we should repeat that financial support for a well-conceived activity can most appropriately be supported by local contributions. I am sure you have scheduled selected local business and industry representatives to speak on career days and to other student gatherings. Many selected individuals substitute for classroom teachers who are attending professional meetings. Of course, summer employment for a counselor, teacher, or student is most practical at the local level. Trips planned to accomplish specific objectives are most practical close to the school location. The same applies to cooperative education-work programs, particularly at the high school level. It is well to prepare a document that lists individuals in the community best qualified to function in any of these activities. That listing would have carefully selected individuals available for a student to consult with in depth about a particular occupation. Many school counselors have found special assembly programs that feature interviews with employees of local companies are popular. Local workshops or seminars of educators and selected business people are regularly scheduled affairs in many communities. Topics for seminars can be selected from among such subjects as job openings in the community, changing job patterns, local hiring practices and procedures, continuing education and training programs available on the job, the correlation, if any, between entering interview and test results with success on the job, and the success or failure in taking additional training by employees with different educational backgrounds.

I hope you do not limit the objectives of your local activities simply to giving students a realistic picture of job opportunities or only to providing them with information about the relationship of high school courses to success on the job or to telling them if they lack a good educational foundation they may experience difficulty in obtaining a desirable job and thereafter with some of the continuing education and training programs available to them. Important as these points are, there are many other opportunities to supplement and reinforce classroom learning with desirable experiences and information. Many students have been inspired to take their studies more seriously and to look forward to an interesting and rewarding career instead of "a life sentence of drudgery." There can be opportunities to observe innovations and anticipated changes which they seem to foreshadow. For example, many fears and frustrations about automation may be lessened by seeing what actually takes place when economic and social factors are applied. There are opportunities to receive a better understanding of the American business system in which most of them will work; to see that an enlightened employer is most anxious to assist employees earn promotions; to understand that his job 10 years in the future probably will bear little resemblance to his entry job; to experience an environment of greater optimism about the future. Exposure to the many continuing education and training opportunities available on the job and their importance to progress by employees and the company can be an additional resource to assist educators not only in teaching students how to learn but also for launching them on lifetime careers of continued learning. Perhaps it is not out of order to recognize that developing school activities which involve participation by the adults of a community is about the most successful way to assure also community support for increased school taxes and local bond issues.

Personnel in industry realize that many students and educators have the impression that industry is concerned and interested only in top students. Admittedly, employers, as a segment of society, have been a party to the status of the college diploma. They are looking constantly, of course, for top people in all professional areas necessary to operate a business enterprise. However, you can rest asured that they also have an interest in students with less academic promise, both for practical and human reasons. Nearly 40 years of experience in industry has convinced me that employers are much less inclined than educators to "give up" on an individual's potential. Last winter we started a series of ads addressed to these students. Perhaps you have seen some of them and know of the results. A typical ad said, "Attention, all you hidden geniuses! GE believes there are more geniuses around than people think. And by geniuses we don't mean only students who get straight 'A's' every term, we mean guys and girls who make the most of whatever talent they have; who take the time to be good at something. That's all. And General Electric thinks that kind of genius ought to be appreciated--in public. For the kinds of work we'll be doing tomorrow, we'll need geniuses by the thousands. Skilled people. Good at math and science, English and foreign languages, mechanical drawing, stenography, industrial arts. And just remember, about everyone can be good at something, so just about everyone can qualify as a genius." We decided to offer buttons to junior and senior high school students who sent in the coupon asking for one. You might be interested in what appears on some of these buttons: "GEnius is the kind of person who doesn't know it all! Believe me, I know"; and "Be nice to me. I am going to be a GEnius--some day." We ordered 25,000 pins thinking that would fill the requests. At the end of the first week, requests reached 48,000. To date, we have shipped more than 1,300,000 pins. To keep the budget somewhere near balance, we ran fewer ads than planned so we could produce the necessary number of pins.

We, along with business and industry in general, feel that the book, "Excellence" by John W. Gardner, now Secretary of the United States Department of Health, Education, and Welfare, should be read and re-read, and used as a guide in dealing with people. I hope you subscribe to his many quotations, including the famous one, "An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellent plumbing because plumbing is a humble activity, and tolerates shoddiness in philosophy because it is an exalted activity, will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

In conclusion, and in summary, I would like to say that I have enjoyed participating in this seminar. I have only been able to cite representative types of resources available through business and industry--each of you can think of others. The school must initiate the programs and approach people and organizations in the community if local activities are to be developed. Also, I am sure that if a counselor, teacher, or school system would approach individuals and organizations in their communities with a well-conceived proposal, more than 90 per cent of these people would gladly cooperate and participate. One further comment; make certain that participants fully understand the objectives and procedures to be followed, and insist that they do their "homework" to assure the accomplishment of your objectives. If you organize and utilize the people, plants, offices, and laboratories in your community, it will add freshness and meaning to your schools' programs and you will indeed be using "live ammunition."

Panel: (cont'd.) RESOURCES FOR VOCATIONAL EDUCATION:

THE ROLE OF THE EMPLOYMENT SERVICE

Norman E. McGough, Staff Development and Training,
Bureau of Employment Security,
Washington, D.C.

I am happy to have this opportunity to share with you some of the new directions the United States Employment Service and its affiliated State agencies currently are taking.

As I am sure all of you know, our role in the Employment Service is to carry out an effective manpower policy. This role is being made increasingly complex by the proliferation of occupations, rapid changes in the makeup of jobs, increasing mobility of workers--both geographically and job-wise--, and by the complexity of society itself. From both within and outside of the Department of Labor, the Employment Service has been rather severely criticized during the past several years for apparently not having provided adequate services to all segments of our population. But we have been genuinely interested in improvement. After these years of discussion, it has become abundantly clear that our mission is to serve all people who want and need service--to help them become qualified for competitive employment and to help them find jobs. In order to implement such a program, we are currently in the process of developing guidelines for a Human Resources Development Program. This program involves the following basic services:

1. Outreach - to disadvantaged persons regardless of age, sex, race, religion, or national origin in the neighborhoods where they live with the object of bringing them into meaningful contact with available manpower services. The plan for outreach should give due consideration to the need for transportation services to bring those reached to employment service facilities, particularly where costs and distances involved may be special problems.

2. Referral to supportive services (in addition to training) to improve the employability of those who are not ready for referral to training or a job. Such referrals would include the full range of health and welfare services available in the community which will improve employability.

3. Basic employment services including interviewing, counseling, selection, and referral, placement, and follow-up.

4. Opportunities for training including coupled training programs offering basic education, pre-vocational training, vocational training, and on-the-job training, apprenticeship training or specially planned and structured combinations of such training opportunities.

5. Intensive job development programs with employers geared to the special needs of disadvantaged persons who are found to be ready for

employment.

6. Close coordination with work programs such as NYC, Job Corps, and special work-training programs sponsored by VRA, DPA, and OEO (The Nelson Amendment Programs for Adults) to insure a continuum of services leading as quickly as possible to a suitable job in the competitive economy.

7. An informational and reporting program providing a basis for planning, review, evaluation and constant improvement of services to disadvantaged persons.

In implementing this program, it is presently planned to move into each of the 139 metropolitan areas in which YOC's now operate or are contemplated. The program will comprise four major functions: (a) outreach, (b) improving employability, (c) developing job opportunities and placement services, and (d) providing job market information.

a. Outreach. Unified outreach services for both youth and adults is an essential feature of the Human Resources Development Program. The major purpose of staff assigned to outreach will be to seek out individuals with employment problems in Community Action Program target areas or wherever else they may be found and to refer them to Human Resources Development Program personnel, or to the appropriate ES placement facilities, for the assistance they need in resolving their problems. In some instances referral may be made to another agency for remedial or supportive services. Whenever possible, arrangements will be made for the use of trained, indigenous neighborhood workers to conduct outreach service, particularly in large cities with ghetto areas.

b. Improving Employability. The employability function will be the primary and central responsibility of HRD program staff deployed in a manner designed to ensure effective service.

   (1) Existing YOC's may be used for this purpose, augmented by additional staff to serve adults.

   (2) The Human Resources Development Program will include provision of counseling and related employability services for older workers, handicapped, and other disadvantaged groups as well as for youth, and specialized personnel should be assigned as needed to provide these specialized services. Human Resources Development Program personnel will make selection and referrals to training and work programs including MDTA, OJT, NYC, Job Corps, and any others. It will carry out the Selective Service Rehabilitant Program and will have the responsibility for developing and maintaining appropriate relationships for referrals to other community agencies such as CAP, Welfare, HEW, Boards of Education, Civil Rights Groups, and others who provide needed supportive services.

c. Job Development and Placement. The Industrial-Occupational

Offices in the area will have the primary responsibility for the coordination and provision of job placement services for all ages and occupations, for employer relations, and for both individual and group job development.

Since counselors are in short supply, they will perform job development and placement services only in those special instances where it is necessary to maintain continuity of service for a particular client.

d. Providing Job Market Information. The fourth major service in the HRD program is the provision of job market information to all people engaged in the intermediary processes of outreach, employability or job development and placement. Without information about jobs and training opportunities, and the nature and characteristics of those being reached, it is impossible to operate at peak effectiveness. A data gathering, reporting and interpretation system will be created which insures that all concerned persons in the community and in the employment service system, as well as those served among the disadvantaged, are kept informed of where the jobs are, what is required to perform them, where they are expanding or declining, and what trends are emerging both in the short run and the long run.

In order to carry out this kind of responsibility, it requires more than ordinary performance by ordinary people. There will have to be a release of the full talents and creativeness of the employment service staff. The most essential element to making this kind of effort possible is the person in command. He can have whatever kind of operation he wants. He will have to stand the challenge of the creative person or of rapid and profound change if this program is going to get off the ground. This will require an educational process for all employees in order to bring them in line with what the situation demands.

Frank H. Cassell, USES Director, has said that no training program is complete unless it encompasses: (1) managerial development, including generalized knowledge of the subject matter, but more importantly the knowledges and skills of management; (2) a continuous renewal of the knowledge and the talents of everyone in the organization--this is the only safeguard against creeping obsolescence of both the individual and the organization; (3) programs which develop an appreciation of the total society--its goals and the goals of the component parts.

And finally, there is our philosophy of organization which can reinforce the modern management methods of our managers.

The real organizational goal, which requires a delicate balance, is to bring into existence simultaneously the benefits of overall national coordination and those of grass roots planning. The goal is to mesh the needs of the local community and the overall requirements of the society.

This is the reason for the development of "plans of services": to encourage local initiative, creativeness and responsiveness to local or neighborhood conditions and at the same time establish goals against which achievement can be measured.

This requires, more than ever, high talent and high performance. It requires further, as responsibility is delegated, increasingly sophisticated management. The manager's responsibility will be greater, and his accountability clearer; but there will be greater freedom to act and respond to local needs.

The beneficiary is, of course, the local community which has a better chance of having its needs served. The Employment Service will benefit because we will *know* that we are doing the *right job* at the *right time*. And the individual we serve benefits because the right tools are ready at the right place.

Panel: (cont'd.) RESOURCES FOR VOCATIONAL GUIDANCE:

THE ROLE OF THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION

Robert E. Campbell, Specialist in Occupational Psychology
and Assistant Professor, The Center
for Vocational and Technical Education,
The Ohio State University

In the time allotted, I would like to give you a brief overview of the Center for Vocational and Technical Education at Ohio State, and secondly, as time permits, mention Center projects that are directly related to guidance.

The Center for Research and Leadership Development in Vocational and Technical Education was established approximately eighteen months ago under the provisions of Section 4c of the Vocational Education Act of 1963. In general, the purposes and goals of The Center are to act as a catalyst to focus on national problems in vocational and technical education. More specifically, the objectives of The Center are:

1. To provide continuing reappraisal of the role and function of vocational and technical education in our democratic society.
2. To aid and strengthen state, regional, and national programs of applied research and development directed toward the solution of pressing problems in vocational and technical education.
3. To encourage the development of research to improve vocational-technical education as it pertains to higher education and other appropriate settings.
4. To conduct research studies directed toward the development of new knowledge and new applications of existing knowledge in vocational and technical education.
5. To upgrade vocational education leadership (state supervisors, teacher educators, research specialists and others) through an advanced study and in-service education program.
6. To provide a national information retrieval, storage, and dissemination system for vocational and technical education linked with the Educational Research Information Center (ERIC) located in the U.S. Office of Education.
7. To provide educational opportunities for individuals contemplating foreign assignments and for leaders from other countries responsible for leadership in vocational and technical education.

These objectives are implemented via three major functions:

1. Through research activities, e.g., conducting research, stimulating research, disseminating research findings, etc.

2. Through leadership activities often manifested in the form of seminars, workshops, clinics, conferences, etc.

3. Through an information retrieval and dissemination division within our Center which has a separate but integrated staff.

Our staff is interdisciplinary and headed by our director, Robert E. Taylor. The Center staff includes specialists in vocational education and the supporting disciplines of psychology, sociology, and labor economics. All of our senior specialists hold joint appointments with their respective academic departments on campus to provide maximum university support and exchange. To give flexibility in carrying out specific functions and activities of The Center, consultants and visiting staff members are utilized on a short-term basis to complement the permanent staff. We are also projecting the addition of new staff members in the specialities of research design, educational media, international education, and special education.

Our information retrieval division is an ERIC satellite and we have a staff of specialists to carry out the objectives of that division, e.g., a director, abstractors, specialists in dissemination and user analysis. It is projected that this service will be operational in the late fall of 1966. I will not say any more about the retrieval division since Mr. Harris will be discussing it more fully tomorrow.

In the time remaining, I would like to describe several Center projects which relate directly to guidance. It might be well to add at this time that the projects listed will not include other Center projects which are indirectly related to guidance.

This past January we held a National Interdisciplinary Seminar on Guidance in Vocational Education which was attended by approximately 240 persons representing 40 states. A report of that seminar is available by writing to The Center.

Just this past week, August 18 and 19, we sponsored a Research Exchange Conference for Systems Under Development for Vocational Guidance. This was an invitational meeting at which 15 researchers exchanged problems and ideas on new technologies and innovations for guidance, e.g., computer based counseling systems, gaming techniques, and communication media. The 15 participants were so pleased with this unique type of endeavor that they are tentatively planning a second meeting for mid-winter, 1967. A report of the proceedings is in progress and should be off the press by November; again, a copy can be obtained by writing The Center.

We also have several research projects just getting under way. The first is a national survey of the training and functions of guidance counselors in vocational education. We are surveying a national sample of approximately 750 schools that include responses of counselors, administrators, teachers, parents, and students concerning guidance practices. A second study that is just getting started is being designed to investigate the problems and meaning of occupational goals of disadvantaged junior high school students.

In conclusion, on behalf of The Center, I would like to invite you to consider The Center as a unique resource to focus on guidance and/or other educational problems as they relate to vocational and technical education. As you can see from the previous description of our staff and functions, The Center has been developed as a major consortium to facilitate the progress of vocational and technical education. The fulfillment of the mission necessitates the cooperation of many fields, agencies, professional groups, and institutions.

Eighth General Session

Address: ERIC: EDUCATIONAL RESEARCH INFORMATION CENTERS

Charles M. Harris, The Center for Vocational and
Technical Education,
The Ohio State University, Columbus, Ohio

Garry Walz, University of Michigan,
Ann Arbor, Michigan

ERIC, the Educational Research Information Center, is one of the programs being developed in the Bureau of Research of the Office of Education. The purpose of ERIC is to make available to the educational community, valuable research and research-related materials which would otherwise remain unknown to it. A research document is a standardized report containing findings, conclusions, and sometimes, recommendations. In addition to research reports, an effort will be made to include research-related materials such as evaluation studies, curriculum guides, discussion pieces, integrative summaries, state of the art reports, and other reports relevant to further educational development, but which probably do not contain precise research data.

The Office of Education is borrowing ideas from the world of science in developing this system. Science has moved far in devising methods and systems whereby the scientist has access to the work of others in his field. Today, with extensive developments in education, with new programs developing, and with a need of education for developing and using innovations of various kinds, the educator can no longer afford to isolate his work from the work of others. He must have quick access to the work being done by his colleagues all over the country.

Because the Office of Education is responsible for a large number of research projects, it has a special need for a diffusion system such as ERIC. Since 1956, when the first research program was authorized, the outlay for research supported by the Office of Education has increased from less than one million dollars a year to over one hundred million dollars a year.

There are two ERIC's. ERIC Central is the administrative unit within the Office of Education. It has the responsibility for developing and coordinating a national information system to serve educational needs. With the addition of other units, ERIC becomes a system of decentralized clearinghouses coordinated by the central facility. Normally, the term ERIC refers to the system as a whole as it includes the decentralized clearinghouses and the central administrative and coordinating unit.

Unlike some other information systems, ERIC will operate on a decentralized basis. This means that not all of the educational research documents or the specialists who process the documents will be gathered under one roof in Washington. The documents and the specialists will be left where they are. This also means that established collections of educational materials will not be disrupted. Instead, they will be more fully developed.

Each clearinghouse will specialize on a single topic, or in a single subject matter area and will be responsible for seeking out and processing appropriate literature. The clearinghouse will be responsible for identifying important research and research-related documents pertaining to its topic. For example, in the case of reading, the professional people at the clearinghouse who are knowledgeable in the area of reading will have a responsibility of identifying important emerging research and research-related materials pertaining to that topic. The clearinghouse acquires copies of the desired documents and the specialists, using their professional experience, select those judged to be of high quality and importance. Such documents are then forwarded to ERIC Central.

Accepted documents are abstracted in 250 words or less and are indexed by the clearinghouse staff. The technical quality of the abstracting and indexing is reviewed by ERIC Central, and if found satisfactory, the materials will go into the national distribution network. The documents are being indexed by a method selected by ERIC Central which will result in the production of a thesaurus containing several thousand education terms. The thesaurus is now under development by the Panel for Educational Terminology. Panel members include individuals from the Office of Education, other government agencies, universities, and specialists from each of the clearinghouses.

A document resume form is prepared for each of the desired documents. In the upper left portion of the resume form is bibliographic data. The index terms appear across the middle and the abstract appears in the lower part of the form. The resume, a basic description of the ERIC document, is reproduced together with a full text on microfiche. Microfiche is a 4 x 6 inch sheet of film that has the capability of storing six rows of twelve pages each. The stored material can be read by using an inexpensive microfiche reader.

ERIC does not produce its own microfiche. Proposals were requested from companies interested in operating the ERIC document reproduction service. The successful bidder was the microphoto division of Bell and Howell Company. Users may order and purchase copies of the documents through Bell and Howell using the document number assigned by ERIC. Other forms may be secured through Central ERIC or the Document Reproduction Service in Cleveland.

Duplicate microfiche can be purchased at 9¢ per sheet and hard or facsimile copy at 4¢ per page. There is a relative economy in buying copies of documents on microfiche. A 50-page document, for example, costs 9¢ on microfiche but would cost $2.00 on hard-copy. A special reader is required to enlarge and view the microfiche. Readers are now available from several companies ranging in price from $100.00 to $350.00. They may be used under normal lighting conditions and project a highly readable image. In addition, there are microfiche reader-printers that not only allow you to read all the materials, but also allow you to produce hard-copy directly from the microfiche negative. These units are more expensive, and range in cost from $750.00 to $1,500.00.

ERIC's initial effort was to provide documentation for the education of the disadvantaged under Title I of the Elementary and Secondary Education Act. To assist local educational agencies in developing programs for the disadvantaged, the staff selected 23 current experimental projects. Eighteen hundred documents resulting from research studies and related materials keyed to the related projects were selected, processed, and disseminated.

Four introductory packets were sent to 650 state and local educational agencies. These packets included descriptions of the 23 programs, document resumes, and a full microfiche text of the documents resulting from the pilot effort. Altogether, the material represented the equivalent of nearly thirty million printed pages. Rather than distributing hard-copy, the objective was reached by disseminating 650,000 microfiche records.

Now the task is to develop a national information system based on the users' needs. The clearinghouses may be at colleges and universities, regional laboratories, or research and development centers. Central ERIC will provide output in the form of a monthly bulletin listing the documents by ERIC document number under the appropriate index term.

To date, twelve initial clearinghouses have been established. The three criteria used to determine priority for clearinghouse topics were: legislative mandate, the existence of operational units in the Office of Education, and the national significance of the topic. The 12 clearinghouses are: "Urban School Personnel," City University of New York; "Vocational and Technical Education," The Ohio State University; "Educational Administration," the University of Oregon; "The Disadvantaged," Yeshiva University; "Small Schools," New Mexico State University; "Junior Colleges," The University of California at Los Angeles; "Counseling and Guidance," the University of Michigan; "Science Education," The Ohio State University; "Reading," Indiana University Foundation; "Modern Foreign Languages," The Modern Languages Association of America, New York City; "Linguistics," the Center for Applied Linguistics, Washington, D.C.; "Exceptional Children," The Council for Exceptional Children, National Education Association, Washington, D.C. Invitations to establish other clearinghouses will be issued from time to time.

ERIC's ultimate goal is to develop a network that will link colleges, universities, professional organizations, and school systems so that research results can be speeded to the places when and where they are needed.

ERIC, however, is not the only means of dissemination. Other information systems can depend upon ERIC to provide them with up-to-date and comprehensive coverage of research literature enabling them to devote their dissemination efforts to repackaging the material in such a way that it may reach their particular target audiences most effectively.

Thus, through this system, the Office of Education hopes to contribute significantly by making research findings readily available to the entire educational community.

Charles M. Harris: The Vocational Education ERIC Program at The Ohio State University

In the folder that has been distributed, you will find a list of the ERIC clearinghouses that have been established in addition to the ones at The Ohio State University and The University of Michigan.

We have also included four demonstration copies of the ERIC resume form that you may take with you. This will give you an idea of some of the information that you will be able to obtain from the ERIC microfiche. On the microfiche, the first frame will be the ERIC resume form. Following the resume form, the actual document will be reproduced. One microfiche can hold the resume plus fifty-nine pages. If a document goes beyond that number, we merely add a trailerfiche that will accommodate seventy pages. As you can see, we have made it possible to provide the resume with the abstract of the document as well as the entire text of the document.

We also included in the folder a brochure that the Central ERIC office has published. It will provide further descriptive information about the ERIC system. And then, I have included a small blue brochure about which I will speak briefly. We found that in requesting materials, it is helpful if we identify types of materials as well as subject areas in which we are interested. Therefore, we requested two ad hoc committees of vocational educators to assist us in identifying what information they would most appreciate receiving through the ERIC system. These committees presented requests for such information as: research, research-related reports, bibliographies, conference proceedings, and instructional materials. There are other types of information which we would like to include. Also, we know there are other types of information which professionals would like to see in the system; however, at this point, the acquisition of such information requires investigation and in some cases negotiation. You may be interested in knowing that inclusion of serial publications such as professional journals and magazines will be limited. Central ERIC feels that this type of material should not exceed 20 per cent of our total collection. Interest has also been expressed in dissertations but some investigation is necessary here, since you probably are aware of the fact that there is a microfilm service already available in this area. Also, at this point, G.P.O. publications will not be reproduced, nor will Office of Education reports be processed by the individual clearinghouses. However, since this is such an important area of research, arrangements have been made for one funded agency to process all O.E. reports. They also realized they had a backlog of valuable information so this particular agency will publish an abstract journal which will alert people to materials available over the past three years. Other types of information are being investigated and will be included as we are able to bring about workable agreements.

With reference to vocational guidance materials, we had an opportunity to look at some which you provided and we thought it would be well if we identify some of the types of materials that people in vocational education think will be helpful to them in the area of vocational guidance. These are the broad categories: state guides to vocational and technical education, educational programs, handbooks, survey instruments, survey reports, and any research reports or research-related studies. With reference to subject areas, we at The Ohio State University ERIC Clearinghouse are interested in material only as it relates to the primary and supporting fields of vocational education. These subject areas, as well as the types of materials, were arrived at through consultation with the ad hoc committees, which represented the profession at large. We are asking that two copies of any report you provide be sent to the ERIC Clearinghouse on Vocational and Technical Education at The Ohio State University. One copy resides at the clearinghouse while the other copy is forwarded to Central ERIC. If it is utterly impossible to provide two copies, provide one; and, with your permission, we will arrange to duplicate it. However, it will expedite matters considerably if you can provide two copies of the kinds of materials that we request.

You are probably interested in the working relationship between The University of Michigan clearinghouse and The Ohio State University clearinghouse. Along that line, the developmental character of the total ERIC system precludes any definite statement on cooperation at this time. I suppose the point we would like to emphasize is that you allow the two clearinghouses to negotiate the terms on which information will be available to you. As you become aware of the types of materials to be in the system, we would like for you initially to send two copies to the Michigan clearinghouse as well as to the Ohio State clearinghouse. This will enable us to effect a working relationship on the basis of what you actually produce and work with. We feel that this would be a feasible approach.

According to the latest ASCD News Exchange, we are to be operational in November, 1966. I believe I would say that, in view of the fact that one of the twelve centers has just recently been funded, you might more reasonably expect some services by the first of the year. ERIC is ambitious and will move along as rapidly as possible, but to coordinate twelve decentralized clearinghouses will require considerable time and effort. And since acquisitions are my purview, I would like to emphasize a point. As you look forward to the first of the year and obtaining all this information on educational research, the amount of output we are able to give is going to be in direct proportion to the input we receive. We know you are busy and have many responsibilities, but ERIC can help you only to the extent that you as individuals and as a total profession respond with those types of resource materials which currently exist. We will catalog, index, and disseminate them to you in what we hope will be a form that will be useful. Total cooperation can bring about a service that has long been needed by American education.

Garry Walz: The Guidance ERIC Program at The University of Michigan

What I would like to do is take a moment to hit on the high points of the ERIC program, some of the services it can provide, and some of the ways we would see you being involved in the ERIC program.

I want to underline and emphasize that ERIC is a national, decentralized information system that is focused on the retrieval and dissemination of research and related information in a rapid and inexpensive way. If you take a moment to digest that, I think you will share with us some of the excitement we have about the operation of an information system that can operate to meet the kinds of needs we've had as supervisors and educators for many, many years. As people who have leadership responsibilities and who are in positions to influence development of services within a state, a large share of your work is dependent upon the availability of accurate and comprehensive information regarding the kinds of programmatic and individual decisions that you have to make. I think you will agree that the ability to receive comprehensive, accurate, and current information is extremely difficult. Not only is it difficult but I would suggest that most people are inclined to seek advice or obtain information from an influential friend or someone who is close rather than to go to an information source. What ERIC is really doing is including you in a system in which you're a very vital part; a system in which the rapid retrieval of accurate and quality information will be available to you at a relatively low cost.

This then is what we're working toward and I think it's what all ERIC directors are very excited about in terms of providing the kind of information system which is a very useable, workable one on a day to day operation. This is not primarily a research oriented system nor is it intended for the esoteric researcher, the person who is often in an ivory tower. Rather, it is intended for people who are working and using materials. And it's definitely oriented toward the practicing counselor, supervisor, or the interested lay person who wants information about specific areas of guidance.

I'd like to suggest, in addition, that while the programs are located in various institutions around the country, they are national and even, to a certain extent, international in scope. The Michigan Center has a national advisory board with whom we will be consulting frequently. The board includes representatives from state supervision, counselor education, practicing counselors and people in related areas. Their task is to help us define the area, scope, and sources of quality, research-related information. Secondly, we have a local advisory group involving a large number of people from the behavioral sciences and pupil personnel services who will assist us in the operation of the system. We also have a field network of representatives, people in guidance capacities and related areas, who will help us to identify sources of information, who will submit documents, and who will keep us informed regarding developments in guidance research areas or areas related to guidance research.

I think at this point it would be of help for me to move from somewhat abstract concepts about information processing to some of the services which we hope to provide. First of all, we will be providing an annual bibliography of all of the resources that we find in the area of guidance and counseling. This is a non-evaluated bibliography which is intended to identify all the major materials produced during the year.

Secondly, we at Michigan have a setup where we really have two ERIC's on the campus. The first ERIC is our centralized processing system and the other is the Learning Resource Center. We will have available all the microfiche from all the clearinghouses in the country plus a variety of documents in various forms that will be available to people who wish to come in and use the center for specific research projects or various kinds of other activities. As Mr. Harris suggested, some documents will be kept at the local level while others will be forwarded to Central ERIC for inclusion in the national system. They will be indexed and in most cases abstracted. The abstracts and the index terms will be included in a national abstract journal. Some materials will be acquired by our clearinghouse for use only within the center. These will be esoteric materials of a kind which will not ordinarily be available for general distribution. If someone would want to study, for instance, the nature of the experimental designs used in the evaluation of guidance programs over the last three or four years, we would hope to have a fairly extensive collection of such evaluation studies available. Hopefully, we would also put into this collection some very sophisticated studies of a nature beyond that of ordinary interest. We would not think of such materials as being suitable for submission to Central ERIC. They would be available, however, for individuals who might wish to do research in a particular area.

We also intend to provide as part of our services reviews and "state of the art" papers regarding various aspects of guidance and counseling. We will invite outstanding representatives of various substantive areas in guidance and counseling to undertake studies of the literature. We also intend to have "package deals" available. These would contain a representative sample of studies on a particular subject. They will be developed when we can begin to anticipate the nature of your concerns and interests. A special search on your part would thus not be required as we would have already identified areas of major concern and prepared materials on these areas.

In addition, we intend to have on file in our clearinghouse at Michigan a profile on people pursuing different projects and research activities. These profiles of research activities and research interests will enable one to identify people with common interests. Also, information about center activities will be provided through a newsletter which will be distributed to interested persons around the country.

Another kind of activity in which we will engage will be request searches. If a given state department of guidance, for example, wants information about a particular area and would like us to undertake a search of the research literature, we will have our professional staff conduct a personal search and prepare a report in the form of documents or bibliographies.

Basically, then, what we are trying to do is develop a mutual kind of communication where your needs and your interests are communicated to us, and our capabilities in terms of service, materials, and resources are communicated to you. In the very near future we will be communicating with you regarding the areas in which you feel that you will have both general and special needs for information. If you have some areas in which you have a special interest and would like to be kept informed of developments on that topic, or if you have an area in which you have a special research interest, or if you are involved in funding projects, we would like to know about it.

Let me conclude by saying that we would like to hear from you regarding your interests, your areas of activities, and your concern for materials. We do intend to have some mass mailings of a more descriptive nature describing our functions and procedures, but I will always be very pleased to hear from you regarding areas in which you would like assistance, as well as information from you regarding your areas of activities and interests.

It was good to be here and have this opportunity to discuss ERIC with you.

Ninth General Session

Address:

THREE NEEDS OF COUNSELORS: REVIEW, REFRESH, AND REORIENT

Russel F. Getson, Assistant Professor of Education,
Kent State University, Kent, Ohio

During the week that is now nearly at a close, I have heard expressed many of the concerns that I sometimes felt I had patented. The presentations were so well made and substantiated that I am glad I have had three days to revise and delete many of the specifics of what I planned to say here tonight. But the intent of what I wish to say remains the same. I should like to suggest that school counselors are in need of an opportunity to review, refresh, and reorient themselves to their profession. I wish further to suggest that a vigorous program at the state level is needed if these imperative needs of counselors are to be met.

The first imperative need of counselors I believe to be review. To go over the old route but from a new perspective. A counselor receives his training before he is really ready to be educated for his profession. He enters a discipline which has partially emerged from the field of psychology. To this discipline he brings a vast background of ignorance about psychology--its strengths and weaknesses. The reason for this, in most states, is quite simple. Counselors must first have been certificated public school teachers. A freshman or sophomore exposure to Educational Psychology 127 for three hours credit is the usual psychological background of the counselor beginning training. To develop into a highly skilled professional, he is given a hasty injection of research, statistics, testing, community resources, adolescent psychology, vocational and occupational information, psychology of the exceptional child, group guidance, counseling theory, and counseling practicum. There emerges the counselor. Bang! He's stamped certified - not pasteurized or irradiated, just certified.

This person really has a very fuzzy concept of what counseling is and what guidance is. How could it be otherwise? I have been told by teachers, teacher trainers, and school administrators that the term guidance counselor is redundant - like saying an instructional teacher. I have been told that the counselor is a kind of administrative assistant by administrator trainers and administrators. I have watched counselors in action and had this job description confirmed. The counselor in training observes and hears one definition of the role of the counselor in the schools. His counselor training presents information that is in conflict, or even worse, seemingly unrelated to what happens in the schools. His training program rarely provides enough time and opportunity to examine the nature of the conflict between school reality and college training. One year of training doesn't provide the depth necessary to enable him to evaluate and justify what he learns or observes either in the schools or colleges.

Another problem grows out of the personalities of counselors. Some counselors seem to have selected this area of training because they hoped for some needed personal therapy as a side benefit, if not the primary benefit. Now there is nothing wrong with picking up a little free help along the way. But preoccupation with the therapeutic aspects of possibilities of counseling can interfere with the total objectives of guidance and counseling. Little wonder that such counselors perceive counseling as primarily a frontier for developing a new generation that is emotionally robust and mentally healthy.

Methods of instruction also pose barriers to the attainment of competency. Instruction, at all levels, tends to take the form of breaking down complex situations into simple, rather pure, examples. An idea can be presented very clearly when illustrative material is selected to relate to a single clear-cut principle. Through use of a great many carefully selected illustrations, a great many clear-cut principles can be presented. Then comes the rude awakening. A situation exists where the professional must act. The situation is only partially perceived, the perception is distorted by pressure and emotion, the facts aren't clear, the situation is not static but dynamic, time is a factor, many principles and conflicting ones, are involved and when all is said and done, no one will say you were right or you were wrong. Most likely nothing will come back to help in determining future actions. If there is feedback, it will often be contradictory. You were right! You were wrong! The counselor educator seldom deals with the complex situations the counselor will experience. Try as he will, the educator cannot simultaneously simulate a female adolescent in anguish, an angry parent, a confused teacher, and a frustrated administrator presenting a situation that must be the subject of thoughtful and professional action.

Somehow, somewhere, the process of educating a counselor has to start. I suppose the kinds of programs we now use to prepare a counselor are good in that things get started. I think they can be greatly improved, but that's not what I'm here to talk about tonight. I believe that counselor certification, as it exists and probably will continue to exist, is little more than an introduction to the education of a counselor. Once a counselor has been through a training program, gotten a job that exposes him to experience as a working counselor (hopefully with the influence of an experienced and steadying hand), then he is ready to start his education. He needs to be permitted to ask some questions about these big ideas. He should go back over all the crucial areas of his preparation, looking critically at testing, statistics, community resources, occupational information, psychological foundations, and counseling techniques. He should take this second look with no threat of marks to inhibit his investigations. This is the imperative review I see needed before any school counselor can represent his profession effectively in a school.

The second imperative need of counselors is an opportunity to refresh themselves. Coca Cola advertises the "pause" that refreshes. The counselor needs a pause that constitutes a release from the usual external pressures. For ten months of the year, five days a week from eight to four he is a minority, usually outnumbered by other staff 20 to 1. It may get to seem to be 20 against 1. He's on the receiving end of comments like, "if we could use your salary to hire another teacher, the kids would get less mollycoddling and we could do a better job teaching," or it may be, "hey, Tony, in here soaking up coffee again? What do you have to do to get a job like that?" or perhaps it is, "if you would just send these kids home 'til they got their hair cut, you'd do us all a favor--why waste your time talking?"

The counselor needs a time to examine his own motives, think through his reactions and consider new ploys. He needs to do this in a calm and fundamentally supporting atmosphere. Despite much improvement in the past fifty years, the public schools are still not a comfortable place for the advocate of the guidance point of view. Courses are still taught because they are "required." Teaching techniques may still be based on the assumption that a student's value correlates highly and positively with his IQ--and his verbal IQ at that. Teachers tend to be threatened by classes that rebel at the content and method of instruction. The staff member who is concerned about the failure of a school to serve the individuals who attend it, also threatens the teacher. He may seem like a traitor--even worse than the administrator who may more openly be expected to be an enemy. The counselor needs a chance to feel, as one of you so aptly put it, "warm and cuddly."

But being refreshed means more than just relief from the pressures and tensions of his daily experience. It means having an opportunity to be stimulated by exposure to new ideas, the enthusiasm of others sharing his goals, and the interest of others in how he goes about achieving these goals. We know that all of us are susceptible to the attitudes of a group. Unfortunately, the group in the school does not always support the rights and value of the unique individual. The probability that group press among a collection of counselors will support the rights and value of the unique individual is somewhat improved.

The third imperative need for the counselor is reorientation. While driving in Idaho, I saw a sign that said, "Lost? Keep on going, you're making good time anyhow." Sometimes counselors find themselves in this predicament. The counselor's training is heavily infused with techniques adapted from therapeutic counseling. Often the amount of adaptation is pretty minimal. When a person receives his entire professional preparation in the equivalent of a single year of graduate training, there isn't much opportunity to investigate in depth the implications of what is taught.

A specific area of concern is so-called non-directive counseling. I think the practices that have developed from Carl Rogers' excellent thinking are rather frightening. I believe that the basis for my conclusions is not as sound a research as I should like to present. However, it's not as bad as the researcher who said, "all Indians walk single file. At least the one I saw did." I have heard counselor educators and counselors defend non-directive or client-centered therapy as valuable because it protects against damage by the counselor's value system. The Rogerian counselor, it is held, assigns to the student the responsibility for achieving unity and choosing direction. How convenient! In the political jungle occupied by the public servant, the counselor is safest when he makes no judgements, gives no direction. He's everyone's friend and can't make a mistake. When things go wrong--"The youth must learn to accept the consequences of his decisions." When things go well--"This is an evidence of the effectiveness of counseling designed to foster self-direction." When the student says he can't get the help he needs--"Dependence upon others must be resisted by the counselor. By refusing to make decisions for a student, the student is forced to take responsibility for his own actions."

This kind of a counselor may seem less threatening to the counselor educator. His actions are never going to hurt anyone. The counselor educator can't be accused of sending out people who meddle or interfere. So counselors are prepared to wear their "chicken" feathers as though they were badges of honor.

The problem with non-directive and non-judgmental counselors is that they do provide direction. As a science teacher I used to like to show an experiment designed to show that we live in a pressure-filled environment. An egg was placed on the mouth of a bottle. The pressure inside of the bottle was suddenly lowered. When it was accomplished with sufficient speed, the egg exploded into the bottle and made a very impressive mess. Acting on a youth there are also a great many pressures. A non-directed or undirected counselor can create a situation which will permit the existing pressures to make a mess through the omission of his forceful efforts to serve the needs of the individual.

Counselors need to get a fuller appreciation of the significance of non-direction as a concept of counseling. They need to ask themselves what they do believe in and then to start moving their own lives in some appropriate direction. I am convinced that a major part of the weakness of guidance derives from our fear that we might exert some improper influence on the lives of youth. Counselors need to look intently at what Carl Rogers was thinking about when he spoke about non-directive or client-centered counseling. They also need to look at what personality theories and learning theories have to say about human growth and development. Then counselors need to reorient themselves to their jobs and their professional responsibilities. While they may choose to continue to be non-directive in their counseling, their activities as professionals in an educational institution must have an effective and rational direction.

Counselors need to re-examine their functions and responsibilities within an educational institution serving a democratic society. Not as college counselors, vocational counselors, personal-social counselors but as school counselors serving the individual within the framework of an institution. School counselors who are serving the institution through provision of direction and coordination in the institution's efforts to meet the needs of an ever-broadening variety of kinds of students.

Well, there they are: The three imperative needs of counselors: Review, Refresh, Reorient. Now with just a few minutes left, I should like to suggest four activities that I believe might start us on the road to meeting these needs. These activities I believe can be accomplished at the state level and I see little hope for them from any other source.

You can't provide a service and wait for counselors to come and take advantage of it any more than a school counselor can provide his services to only those students who come seeking his help. The counselor, like the student, often has to find out that he needs help--that his efforts are not those appropriate to counseling and guidance. Sometimes the counselor needs help, knows he needs it but is so busy spinning his wheels, he doesn't take time to seek it. Sometimes the counselor needs the prestige of the state office to permit the release of time to get help. Sometimes the counselor needs help, knows it, can get the time, but doesn't think the kind of help he needs is available. I think that the state guidance service can fill this tremendous need for assistance. Dr. Hoyt, I believe, made that point clear in an article in the VOCATIONAL GUIDANCE QUARTERLY last summer and in his keynote for this workshop. We've got to improve if we are to justify our existence.

The time is getting short. I'd like to recommend some definite actions that I think are needed right now.

First, I think there is a crying need for some three-day workshops during the regular school year. These ought to be held on a Tuesday, Wednesday, and Thursday, not as a Friday afternoon, Saturday, and Sunday affair. Three days because a one-day affair doesn't any more than break the ice. The second day gets down to issues and a third day permits some reconstruction to occur. I have some concern that on a fourth day worry about work piling up at home and the office might begin to decrease productivity. The workshops should be in residence. The counselors should be reimbursed for their living expenses and travel. Living and eating arrangements should be provided that permit professional contacts to be continued beyond the daily sessions.

The workshops should be organized around specific topics. For example:

1. Vocational guidance theory and practice;
2. Vocational and educational selection from the point of view of the student and the institution;
3. The use of tests and other metrics or data in prediction, evaluation, and instruction;
4. Counseling, guidance, diagnosis, and problem development for the disadvantaged, students presenting learning or behavior problems, the terminal student, the continuing student.
5. Developing improved communication with teachers, administrators, students, parents, employers, college admissions staff, and community agencies;
6. Fulfilling a leadership role in the development of a guidance program;
7. The design and methodology of follow-ups, including techniques of sampling, locating graduates and dropouts, the use of telephone and personal interviews.

The workshops should include teachers as appropriate and always administrators, including principals, superintendents and directors. Generally, they would not attend the entire workshop, but they should participate in parts of it and should definitely be there for the summary sessions.

The workshops should be organized around recommendations, not just a collection of questions. The planners should have recommendations to serve as the basis for action. Do it yourself, coerce or hire experts from counselors, counselor educators, administrators, professional associations, related disciplines, psychiatrists, and psychologists. Then go out on a limb with some constructive ideas. Soak your skin in some brine if necessary, but be prepared to expose some beliefs to critical examination.

Finally, see that feedback--in writing--gets back to every one of the participants and, in briefer form, to counselors all over the state. A second activity--and this is in addition to the three-day workshops, not as an alternative--is the support of summer seminars of from two to three weeks length. Once again, transportation and room and board should be provided. There ought to be no cost to the participants for this activity.

I see four primary areas of concentration for these summer seminars. A single seminar might treat all, some or one of these topics. First, I believe there is a real need to look critically at the theory and practice of guidance and counseling. Examine in considerable depth its foundations and implications in the context of our culture and historic times. Use a large enough group to be able to afford to call on leaders of thought for presentations and discussion sessions. Provide an opportunity for sufficiently small group contact to permit interaction. Provide residential leadership so that the participants can live the experience.

Second, there is a need to investigate the post-school experiences of youth--at home, at work, at play and in continuing their education. Time is a deceptive monster. We get out of step with generations so easily and so subtly that we hardly realize it. Plan for visits to youth where they are--permit counselors to observe them, talk to them and get more nearly in step with what life is like in that other world that counselors have left.

Third, and closely related to the foregoing, counselors need a chance to study the culture of the adolescent. Psychologists and sociologists can help here in improving sensitivity and providing methods for observing. Provide for such opportunities outside the adult-dominated climate of the school.

Fourth, study curriculum developments at the secondary and elementary level. Counselors need to be current in the content, methodology and philosophy of education in considerable detail. Not just in the area of vocational education, but education in general. Things are changing. Fifteen years ago, I considered myself a pretty good teacher of chemistry. I would be in trouble if I had to teach chemistry now. There have been drastic changes both in content and methodology of the teaching of all subjects in the past ten years. Counselors should understand what is happening in education at the administrative level, too. The resources here should include teachers and administrators who are involved in this educational revolution.

These seminars should, like the workshops, be designed to include administrators and teachers. Not all the way through, but at significant points where interest and content are clearly relevant to common concerns. These fellow-educators should be included both as participants and presenters. They should not be in the position of dominating the proceedings, yet their concerns and perceptions should be respected and adequately treated.

Finally, work should proceed to encourage cooperative support from local school systems for future workshops. I believe schools will support such activities when the worth of the activity is seen. It's the principle of the loaves and fishes. The state leadership can start things going. But the effort of the state can be increased many times by involving local school districts, national resources, business, industry, and labor organizations, and the many civic groups interested in the advancement of education.

To summarize--a certificated counselor is not fully prepared. University training programs leading to certification cannot adequately provide the needed continuation of professional education. State leadership is capable of providing an extended opportunity for beginning this educational process. This week we are taking a look at a crying need for improvement of vocational guidance. But the need for improved professional competency and performance exists in all areas of a counselor's responsibility. Standards for a two-year training sequence alone are not going to satisfy the needs. The concept to be developed is that an effective counselor needs a program extending through his entire professional career that provides the opportunity to review, refresh, and reorient. The effort required is going to have to come from all who accept responsibility for improvement in education. But you state officers are going to have to provide a substantial part of the initiating leadership.

Concurrent Group Session Programs: Discussion Summaries

SAN DIEGO'S CAREER INFORMATION PROGRAM

Chairman: Julian Biggers, Director, Division of Assessment and Research, Texas Education Agency

Presenters: William McCreary, Chief, Bureau of Pupil Personnel Services, California State Department of Education

Henry J. Heydt, Jr., Consultant, Bureau of Pupil Personnel Services, California State Department of Education

Jeff C. Moore, Marketing Representative, Microfilm Products Division 3M

A. X. Robbins, Marketing Supervisor, Microfilm Products Division 3M

William McCreary explained that the San Diego County Coordinating Council for Vocational Education originated the idea for a Career Information Center during the 1964-65 school year. Their basic objective was to develop procedures and techniques to collect, analyze, and synthesize occupational data so that it could be disseminated readily and rapidly to counselors, vocational teachers, and students. The first year of the project, 1965-66, was used to design the system, select the hardware, synthesize information for use, and learn how to store information economically and to retrieve and disseminate it rapidly. An article describing the center was published in the March, 1966, issue of CALIFORNIA EDUCATION.

Henry Heydt followed William McCreary with a visual presentation describing the characteristics of the system utilized by the center to collect, condense, and distribute career information. A rationale for the systems approach was discussed during the presentation.

Next, the mechanics of operating the system were outlined from the intake of the information to the output of information for student use. Hardware needed in the center includes: a key punch, processing camera for making microfilm clips to fit aperture cards, and a microfilm reader. Source information is reviewed by an analyst and abstracted to fit a four-page format designed by the center. The abstract is put on film and copies are made of the master to distribute on aperture cards. The aperture cards are key punched with identifying information that could help the student and counselor locate the card quickly and determine if the information contained was appropriate. Microfilm Readers and Reader-Printers have been placed in 12 schools to date.

Long range objectives of the center include expanding the Vocational Information for Education and Work (VIEW) and the Career Information Center's activities, exploring the use of the system to disseminate scholarship information, recording college catalogues in compact fashion, and filing student records.

The 3M Company representatives demonstrated the Reader-Printer and Reader. Copies of information were made in 30 seconds and distributed. Costs were discussed: Reader-Printer $1,400; Reader $185; Master aperture card 8¢--4¢ per copy. Each copy contains the equivalent of four 8 x 11½ inch documents.

REGIONAL AND COUNTY PLANT--INDUSTRY--BUSINESS WORKSHOPS

Chairman: James W. Smith, Chief, Vocational Guidance Service,
Illinois State Board of Vocational
Education and Rehabilitation

Presenter: Annabelle E. Ferguson, Supervisor of Guidance Services,
Maryland State Department of Education

The efforts of Maryland counselors to work with business and industry in developing and improving career guidance have been centered around five basic concerns:

1. The need to keep counselors informed and up-dated concerning employment patterns--particularly entry positions--in local business and industry.

2. The need to involve and up-date curriculum personnel as well as counselors concerning career planning and the employment picture.

3. The need to evolve grades 1-14 programs of career development and to include all members of the educational team as well as business and industry in fulfilling this responsibility.

4. The need to improve channels of communication among schools, business, and industry.

5. The need to provide pupils with up-to-date career information.

To meet these five concerns, a number of programs have been devised. The workshop that was held this summer (1966) in Baltimore County is one example of an approach to improve counselors' understandings of the work world. Ten counselors were hired to spend six weeks working in the personnel office of large industries and businesses which employ graduates of Baltimore County schools. One afternoon each week the ten counselors and the project director met in seminars led by representatives of business and industry. The counselors were supervised by the project director during the winter months and an evaluation will be made of the impact the summer program has had on them.

Another example of such programs was the Industry, In-Plant Workshops for counselors and curriculum personnel from Baltimore City, Baltimore County, and Anne Arundel County. It was co-sponsored by the Maryland State Representative of Education, the Baltimore Association of Commerce, and the Maryland Personnel and Guidance Association. This pilot program provided opportunities for small groups of six to eight educators to visit various industries, to lunch with management, and to participate in cross-group discussions of career guidance needs. The success of last year's pilot program resulted in an expansion of the program for this fall to include three additional counties.

Still other examples include the series of Job Placement Conferences conducted in Anne Arundel County. These conferences brought together representatives from business and industry, school administrators, supervisors and teachers of vocational and academic subjects, counselors, and employment service personnel for five sets of three conferences on different types of entry jobs. As a result of these fifteen different discussion sessions many recommendations for improving career planning programs of schools were made and implemented. Along this same line, workshops on "A Sequential Approach to Career Planning" were held to improve communication among schools, business, and industry. These workshops involved representatives from seven counties and included persons from business and industry, high school students and graduates, teachers, counselors, and general and consulting supervisors, all working together to develop plans for a K-12 program of career development.

Finally there are such programs as the Career Opportunities Planning Exhibits (COPE). These are week-long programs sponsored by the Baltimore City Junior Chamber of Commerce for students throughout the entire Baltimore area. The Career Opportunities Planning Exhibits are held in the City's convention hall with displays by such groups as business, industry, unions, professional organizations, colleges, technical schools, and the Armed Services. Students were brought in by school bus to visit the exhibits, gather materials, and question the representatives at each exhibit. The exhibit was open all day and in the evening and parents, teachers, and counselors were encouraged to attend.

Washington County (Hagerstown, Maryland) has developed, over the past ten years, an elaborate series of guidance television tapes. These have been prepared in cooperation with business, industry, and the Armed Forces and are an excellent source of up-to-date career information for students.

The projects described by the presenter and project descriptions given by state supervisors in the discussion group were for the most part initiated by guidance personnel in local schools. In most cases, state supervisors were involved as consultants. The use of advisory committees not only contributed to the success of the projects but created an atmosphere of understanding and mutual respect for those involved in the project--personnel from business and industry, curriculum personnel, supervisors, teachers, and guidance personnel.

Professional and civic organizations and personnel from business and industry have been most cooperative in projects organized as in-service training for guidance personnel. Their involvement in advisory committees for local school vocational guidance activities has not been cultivated and utilized nearly enough, however.

State supervisors serving as consultants for local guidance projects have a responsibility to bring these projects to the attention of guidance personnel throughout the state because all too often many good local projects fail to have an impact on the total guidance movement. State supervisors should be alert to local innovations that can contribute to effective and desirable changes in guidance services.

COOPERATION OF EDUCATION AND INDUSTRY IN THE DEFINITION OF PERSONAL DEVELOPMENT GOALS

Chairman: H. Eugene Wysong, Supervisor, Measurement and Evaluation Services, Division of Guidance and Testing, Ohio State Department of Education

Presenter: John A. Bailey, Counselor Educator, University of Nevada

A report was given concerning some of the activities of the National Vocational Guidance Association's (NVGA) Commission on Personal Development Through Education and Industry. The goal of the commission is to help people become more adequate through work. Proposals have been made to obtain financial grants which would allow the commission to engage in various activities.

The Commission has proposed that lists of occupational materials ranked according to their value be given to librarians. Another proposal made by the Commission was to allow the publishers of materials rated as No. 1 to purchase the NVGA Seal for their publication. Both of these proposals have not yet been acted upon.

The Commission has collected data from states concerning the organization and operation of State Vocational Education Advisory Committees. Forty-three states responded. Of this number, 33 states have advisory committees, but only 4 indicated that they use their committees to foster better understanding between industry and education. Most states mentioned the curriculum modification values of such advisory committees.

The Commission plans to promote better inter-action and communication between industry and education. It is hoped that NVGA members will participate in associations of management and industry and that persons from management and industry will participate in NVGA. The commission plans to provide 40 NVGA memberships to persons in industrial organizations and associations.

A new feature section devoted to industry-education cooperation is being developed for inclusion in the VOCATIONAL GUIDANCE QUARTERLY. The articles will be written by personnel from industry. Also, the Commission is considering the establishment of an award which could be given to an industry that best meets certain criteria for a good personnel program.

THE SUMMER COUNSELOR INSTITUTE
ON
JOB OPPORTUNITIES AND MANPOWER NEEDS

Chairman: James E. Bottoms, Supervisor, Vocational
Guidance, Georgia State
Department of Education

Presenter: Marjorie Mottishaw Anderson, Supervisor of
Guidance and Counseling,
Washington State Department
of Public Instruction

A Counselor Institute was held this past summer at Shoreline Community College in the State of Washington. Its primary purpose was to inform counselors of manpower needs and job opportunities in business, industry, and other employment settings in that region. The Institute was offered in cooperation with the Washington State Office of Vocational Education, which supplied financial and substantive support, and Central Washington State College. Counselors who enrolled in the Institute received three hours of academic credit from Central Washington State.

In her account of the Institute program, Dr. Anderson stressed the fact that the Institute activities included a number of tours to industrial sites. In addition, special emphasis was given to the counseling needs of women. Not only girls, but also boys, need help in recognizing and understanding the implication of woman's role as a worker. Dr. Anderson reported the Institute as successful, and stated that those involved desired a similar institute for next year that would cover additional kinds of employment opportunities in their region.

Dr. Anderson's report stimulated group discussion which led to suggestions that teachers, too, should have the benefit of such institutes, and that it might be desirable, if feasible, to provide stipends from vocational education funds to those who enroll for academic credit in such institutes.

The session chairman, Dr. Bottoms, then provided the opportunity for members of the group to report briefly on approaches which their respective states are using to provide improved acquaintance with, and use of, occupational information in guidance and counseling. It was most encouraging that nearly all, if not all, of the states represented in the group session were engaged in specific activities devoted to this end. Also encouraging was the fact that at least a few of these states have carried out some systematic evaluation of the outcomes of relevant special institutes, workshops, and the like, involving counselors. At the same time, as Dr. Anderson observed, we still are not finding out what effects counselor learning in occupational information is having upon the youth they serve.

COMMUNICATIONS IN GUIDANCE - A MULTI-MEDIA APPROACH

Chairman: LeRoy Cavnar, Guidance Consultant, Vocational
Education, Denver State Board
for Vocational Education

Presenters: Kenneth B. Hoyt, Professor of Education,
The University of Iowa

David W. Winefordner, Assistant Director,
Division of Guidance and Testing,
Ohio Department of Education

Kenneth B. Hoyt

All types of media are needed to provide meaningful guidance materials to our youth. Unfortunately, much of the occupational literature that is available today is not adequate. Too much occupational information is published to IMPRESS rather than to INFORM. Too much literature is intended to educate the counselor rather than the student. Too much of it is excellent for answering the questions of Labor Economics experts but it does not aid student understanding. Too much occupational information is geared to career theory patterns. It is unfortunate that too much material presents trends that provide students with long range perspectives (salary ranges, retirement, and other benefits, etc.) but does not provide information about the realities of work.

Students need to learn to make decisions in a meaningful, realistic, and intelligent manner about the critical 2 or 3 years beyond high school. The necessity of long range decisions (choices) 10 to 20 years ahead, is questionable. Change, as suggested by such people as Grant Venn and Robert Hoppock, as well as by Labor Department projections are evidence enough that we should help students make choices for short periods. If we help them make intelligent short-term decisions, they should then be armed with the ability to keep on making intelligent decisions over a longer time span.

Getting down to a specific communication media, Dr. Hoyt described the Specialty Oriented Students (S.O.S.) project. Geared to on-going research, the project is:

1. Designed for easy reading.
2. A means of providing answers to questions students ask counselors. Answers are kept simple, in data form, and, most important, are provided by students who have actually attended the various schools used in the project.

Information about thirty-five schools was reported in the original project. Eight more are being added this year. At the present time, over 1,500 public schools are using the materials and implications are great for such studies to be made in other types of schools.

Occupational materials must include educational and occupational information, produced in specific enough form to help students make decisions by:

1. Thinking purposefully about additional training somewhere.
2. Organizing their thinking about where to get more training.
3. Making specific decisions about specific schools.

David W. Winefordner

Communication must be viewed with a purpose:

1. WHAT do we need to communicate?
2. WHY do we need to communicate?
3. WHOM do we need to communicate to?
4. WHEN do we need to communicate?
5. WHERE do we need to communicate?
6. HOW do we need to communicate?

We've missed the boat when we don't (as all too often occurs) use communication media as a stimulator for interaction. Attempts at communication are meaningless unless followed up.

Examples of media for interaction were demonstrated through the use of Ohio's filmstrip "Your Future Through Vocational Education." In it information is given but it also opens the door for further interaction (movies give too much information and "tell it all at once"). This filmstrip is geared to inform students regarding vocational programs at the high school level. Other filmstrips "Your Future Through Technical Education" (geared to youth and programs at the post-high school level) and "Vocational and Technical Education for a Changing World of Work" (geared to adult audiences) have also been developed by the Ohio Division of Guidance and Testing in cooperation with the Division of Vocational Education and produced by Guidance Associates, of Pleasantville, New York. These filmstrips are available for purchase.

It was suggested that in the production of materials we should:

1. Use the language of the consumer.
2. Use visuals that are appropriate to the topic and the language.
3. Maintain consistency in information.
4. Maintain a time element to hold student interest.

Suggested needs in communications media (from presenters and participants) were as follows:

1. Mass production of good materials to cut costs and allow for dissemination to ALL schools and students.
2. More guidance materials produced by guidance people.

3. Use innovation and "seat-of-the-pants flying" while waiting for research. If it's a good idea, use it.

4. Use observational approaches--plant visits, part-time work in business and industry (students and counselors alike).

5. Make every possible use of T.V.

6. Tape the best speakers at "Career days" (or go to workers in business and industry). Build a tape library where students can hear this information at any time.

7. Use newspapers and school papers to disseminate occupational information; much of such information can be gathered by the students themselves.

GUIDANCE PROGRAMS RELATED TO AREA VOCATIONAL-TECHNICAL SCHOOLS

Chairman: James W. Smith, Chief, Vocational Guidance Service, Illinois State Board of Vocational Education and Rehabilitation

Presenters: James E. Bottoms, Supervisor, Vocational Guidance, Georgia State Department of Education

Charles D. Baker, Coordinator, Testing Office, Kansas State College of Pittsburg

It is difficult to find two states following the same organizational pattern for area vocational-technical schools. Just as area schools vary from state to state, the programs of guidance services in these schools tend to be different. The schools organized as post-secondary tend to label guidance services as "pupil personnel services," reasoning that services at this level are more comprehensive than those encompassed in the secondary school guidance program.

Whether secondary or post-secondary, considerable time and effort must be devoted to informational and orientation services for students and counselors in feeder or cooperating schools. Pupil personnel workers or counselors in the area schools must exercise considerable leadership in developing working relationships with all of the feeder schools as well as with business and industry employing students graduating from the area school.

Counseling services are vitally important in the area vocational-technical school, whether it is secondary, post-secondary, or serving adults. Placement services for persons leaving post-secondary area schools can be organized effectively along lines similar to those common in colleges and universities. Business and industry have shown considerable interest in recruiting the area school graduate.

Pupil personnel services in some post-secondary area schools provide such financial assistance as scholarships, loans, and other financial aids. This service, along with several others unique to the area school, calls for additional and/or different counselor competencies and has influenced yet another dimension in counselor education. There is a continuing need to erase stigma and build status for the area vocational school student. This is indeed a challenge to pupil personnel workers in area vocational-technical schools.

VOCATIONAL GUIDANCE ACTIVITIES AND PROJECTS OF A STATE DEPARTMENT OF EDUCATION

Chairman: Julian Biggers, Director, Division of Assessment and Research, Texas Education Agency

Presenters: H. Eugene Wysong, Supervisor, Measurement and Evaluation Services, Division of Guidance and Testing, Ohio State Department of Education

Charles E. Weaver, Supervisor, Guidance Services, Division of Guidance and Testing, Ohio State Department of Education

The opening session was devoted to prepared presentations by Charles Weaver and Gene Wysong of the Ohio Division of Guidance and Testing.

Charles Weaver began with a brief review of the history, growth, and organization of the division which now employs 20 professional staff members. He next described the Division's activities in vocational guidance which include: orientation and identification of students in vocational education community surveys, conducting of community surveys, publications on vocational education such as the "Ohio Vocational Education Notebook," and the sponsoring of summer work conferences for counselors. The work conferences are financed from Vocational Education Act of 1963 funds and have grown from 4 conferences in 1965 to 14 in 1966.

Gene Wysong described the various projects of the Ohio Division of Guidance and Testing. One such project is guidance program evaluation and involves both activities and outcomes of guidance programs. Another project is private trade school evaluation. This program involves the local school counselor, a fact sheet, and a visitation to trade schools to substantiate the schools' report on the fact sheet. Still another activity is the selection of students for vocational education programs. This is a constant problem involving conflict between student choice and student ability, and counselor views versus vocational teacher views. Gene Wysong feels that this problem may eventually be resolved since the Vocational Education Act of 1963 is "people" oriented rather than "program" oriented. Finally, through a planned program, the Division of Guidance and Testing has assumed responsibility for releasing the GATB to schools and training counselors in its use. One week training courses have been developed involving the administration of the battery and its interpretation and use. A variety of interpretative materials has been prepared to aid the counselor.

The second session was devoted to answering questions from the audience.

Questions centered on obtaining additional information relative to the GATB program, evaluation of guidance services, pilot programs in elementary school guidance, placement practices, and vocational education for the "slow-learner."

USING RESOURCES AVAILABLE THROUGH LABOR ORGANIZATIONS

Chairman: LeRoy Cavnar, Guidance Consultant, Vocational Education, Denver State Board for Vocational Education

Presenter: Joseph V. Tuma, Director, U.P.C.A.P., Escanaba, Michigan

Labor, management, and education all want to develop better understandings of the individuals who are concerned with the production of goods and services. The common denominator for these three groups is their concern for the development of better manpower resources. Management and labor know what they need; education must be the provider of these needs.

Unfortunately, people in education do not know all the factors that must be developed in effective, skilled workers. Although the needs and choices of individuals are important, the communication between education and the business community has been too ineffective to enable a good matching of qualities. All too few school boards have been willing to free counselors for plant visitation and the community contact necessary to strengthen the communication bridge. Labor and management, too, have been lax. They have provided "Career Day Speakers" but that, many times, has been the extent of their involvement.

The following items are suggestive of ways schools and labor organizations can cooperate:

1. Counselor job descriptions need to include time available for outside resources contacts.
2. There is a need for labor to be more deeply involved in school affairs. Labor has always been a "friend of education" but direct involvement has often been neglected. Members of labor organizations should become members of school boards and contribute to the management of schools. The Vocational Education Act of 1963 requires labor members on vocational advisory boards as a step toward such involvement.
3. Traditional apprenticeship programs need to be redesigned to meet today's challenges. Unfortunately, the progress toward change is slow. The possibility of a guaranteed annual wage in all crafts, if instituted, will do much to break down the "protection" barrier in apprenticeship programs.

Mr. Tuma conceded that communication to local in-state labor leaders is inadequate but he offered to help anyone reach key people and open as many doors as possible. Write him care of the Education Committee, AFL-CIO, Washington, D.C.

USING RESOURCES AVAILABLE THROUGH INDUSTRY AND THE NAM

Chairman: Charles E. Weaver, Supervisor, Guidance Services,
Division of Guidance and Testing,
Ohio Department of Education

Resource Person: George Rietz, Consultant, Educational Relations,
General Electric Company

Industry desires to be asked to provide supportive efforts relating to education, with special emphasis to guidance activities which focus on vocational counseling.

Although, in some instances, there may be evidences of the funding of special projects, the greatest contribution that industry can provide to education is its brainpower potential. Education can look to industry for support strength in brainpower in the following areas:

1. Research
2. Methods analysis
    a. Fiscal practices
    b. Personnel functions
        1) Time
        2) Motion
        3) Effectiveness
    c. Administrative procedures

Local educational systems should initiate contact with the regional or district community relations officer from a particular industry to secure such services. He, in turn, can draw upon his personnel to augment the special services team that is assigned the particular problem or project.

The above activities are in addition to the recognized and necessary functions of industry in supporting guidance services through providing field trips, publishing occupational information, innovating course content, and enhancing counselor education through institutes, workshops, and conferences.

USING RESOURCES AVAILABLE THROUGH THE UNITED STATES EMPLOYMENT SERVICE AND STATE EMPLOYMENT SERVICES

Chairman: James W. Smith, Chief, Vocational Guidance Service,
Illinois State Board of Vocational
Education and Rehabilitation

Resource Person: Norman McGough, Chief, Bureau of Counseling
and Testing Services, United States
Employment Service

Working relationships between personnel in State Employment Service offices and State Guidance Supervisors were reported as very good.

The release of the General Aptitude Test Battery (GATB) for pre-vocational testing at the ninth and tenth grades has been of considerable help in many local schools. Many State Employment Service offices have been willing to train school counselors to administer, score, and interpret this test. The Ohio State Guidance Supervision staff, after sharing this counselor training responsibility with the State Employment Service for several years, has now assumed full responsibility for such training. The GATB is recommended for use in only those schools where the school population and the curriculum are conducive to effective usage. The State Employment Service, in most cases, will continue to do pre-employment testing when requested by schools.

Kansas State College of Pittsburg, Kansas, was reported as conducting several two-week, non-credit workshops for in-service training of State Employment Service counselors.

Assistance with occupational surveys and survey information has been a very helpful service of State Employment Service offices.

Several states reported that occupational and educational information which State Guidance Offices provide for schools is also mailed to Employment Service offices.

There are many opportunities for the two agencies, the State Employment Service and the State Guidance Office, to share materials and services. The outcome of such sharing can result in improved and extended services for students leaving school for employment or for continued vocational and technical education.

ERIC AS A RESOURCE

Chairman: Julian Biggers, Director, Division of Assessment and Research, Texas Education Agency

Resource Persons: Charles M. Harris, Acquisition Specialist, The Center for Vocational and Technical Education, The Ohio State University

Garry Walz, Associate Professor of Education, University of Michigan

The two resource persons continued their earlier presentations about the ERIC program in an informal question and answer format. Questions and answers are grouped in the following categories:

1. What kinds of information are being sought for submission to the ERIC centers?

   The information could range from copies of articles at time of submission to journals, especially if there is a long publication lag to interim progress reports of on-going studies to results of local activities. The key is that the information which is sought is the kind not ordinarily disseminated through the usual channels. Information would ideally be innovative, interesting, pertinent, and center on current problems of the profession.

2. What is the relationship of the ERIC centers and the Regional Educational Laboratories?

   There is not a great deal of overlap in activities. The Regional Laboratories generate and fund research while ERIC centers only disseminate information. Also, the Regional Laboratories serve a smaller area of the country than ERIC centers. Finally, ERIC centers have specific missions in a defined area of education, while Regional Laboratories may have a wide range of interests which are self-defined.

3. What will be the mechanics of communicating with state departments?

   Notices will be sent through the usual lines of communication. Later, mailing lists will be developed. It was suggested that one member of a state department staff be given the responsibility for communicating with ERIC centers.

Abstracts, classified by concepts, will be published and distributed. The staff member may search the abstract for studies, and then order the microfilms from the Bell and Howell Service Center. The ERIC centers will not be in a position to fill orders except for "packages" developed around a selected topic.

A search service will be available at a nominal cost to prepare a bibliography of articles on a given topic. Generally, the search can be conducted by state staff members themselves using the published abstracts.

Work Group Reports

Group I - Chairman: James E. Bottoms

Participants: Carl Anderwald, James Athen, William Ball, Joseph Bastable, Dolph Camp, John Cass, Jerry Gaither, Neil Gunter, Frances Johnson, Julius Kerlan, Ken Lauderdale, Bill Lovelace, Bob Swanson

Topic Assignment: To develop program proposals for the orientation of students to vocational education opportunities and requirements and to develop improved group procedures related to vocational planning, course choice, and economic education.

Section I

Topic: Develop Program Proposals for the Orientation of Students to Vocational Education Opportunities and Requirements.

The group began with the basic assumption that the school has the responsibility for assisting students in their progressive movement through school, and in planning and implementing their next steps beyond school. This requires the school to help students become knowledgeable of alternative avenues available, one of which may be vocational education. Vocational education opportunities may be available at the secondary or post-secondary level, or both, depending on the state and local community; the group recognizes that vocational education is not the only avenue available to students, but feels that attention needs to be given to ways in which this avenue can be more clearly presented as a possible alternative. The avenue leading to college and professional occupations is probably better known to students than avenues leading to other occupational opportunities. The basic question which this group considered was "How can the state guidance staff enhance counselors' abilities to familiarize students with opportunities available through vocational education?" The following recommendations are offered as possible answers to this question.

Recommendations

State guidance staff functions should include:

1. Working with counselor educators in providing an opportunity for counselor-trainees to acquire knowledge, skills, and attitudes needed to acquaint students with vocational education opportunities at all levels as well as providing opportunities for counselor educators, local counselors, vocational educators, business leaders, labor representatives, and others to meet for the purpose of reviewing and discussing the vocational aspects of guidance and means of strengthening counselor competencies in this area.

2. Establishing jointly with the school administrators, counselors, counselor educators and others, state certification requirements which insure that counselors have competencies in the vocational aspects of guidance.

3. Providing a systematic and organized in-service program for both new and old counselors designed to strengthen counselor competencies in orienting students to vocational education opportunities. Examples of such programs may include:

    a. Arranging for: seminars with industry; career conferences; internships for counselors in industry; joint conferences between counselors and vocational educators on national, state and local levels; institutes for counselors; workshops for school administrators.

    b. Providing opportunities for counselors to gain experiences designed to enhance their ability to acquaint students with vocational education because first, they cannot acquire all of the competencies and knowledges needed in this area through a counselor education program and second, the constant state of change that exists means that counselors will need assistance in keeping abreast of current opportunities.

    c. Arranging programs to be used to promote communication and understanding among counselors, vocational educators, industry, and labor.

4. Providing leadership and funds for developing materials for counselors and students in the area of vocational education opportunities. The lack of quality and quantity materials concerning vocational education programs has been a hindrance to many counselors in effectively assisting students to examine vocational and educational opportunities. Materials provided should be of such quality that they convey realistic information on vocational education and the employment opportunities to which it can lead. Examples of such materials include:

    a. A state-wide directory of vocational education opportunities.

    b. Descriptions of secondary and post-secondary educational opportunities.

   c. Follow-up data on vocational education graduates.

   d. Bulletins and audio-visual media.

5. Providing counselors with materials to increase their professional competencies in acquainting students with educational opportunities. For example: listing of appraisal instruments that can be used to assist students to examine their abilities in terms of vocational education opportunities; data on occupations for which vocational training is offered; career development units.

6. Establishing pilot and demonstration projects to illustrate effective techniques and procedures for orienting students to vocational education opportunities.

7. Seeking full cooperation with vocational education to include cooperative funding, information sharing and a general expansion of guidance services at both the state and local level. In the administration of any funds for guidance from the state level, provision should be made to insure that vocational aspects of guidance are given adequate emphasis at the local level.

8. Arranging for periodic visits with local counselors for the purpose of assisting them to appraise their programs as they relate to informing students of vocational education opportunities. The state supervisory staff for guidance can do much through visits with the high school counselor to strengthen counselor activities in orienting students to vocational education opportunities. During these visits, the state guidance staff, by raising certain key questions such as "What happens to your graduates?", "What type of vocational education offerings are available to your students?", "How do you assist students in examining these opportunities?", can assist the local counselor in the appraisal of his program.

9. Developing a state plan for evaluation of guidance services which contains standards designed to determine the extent to which counselors are assisting students in considering vocational education opportunities. The state plan should encourage a system whereby the state collects data annually on post-graduation plans of seniors and a follow-up on what previous years' graduates and dropouts are doing. Such activities should provide data for the local counselor to determine whether his guidance activities are in line with the plans that students are actually making: These activities would also provide data at the state level for determining the extent to which counselors are orienting students to vocational education opportunities.

Section II

Topic: To develop improved group procedures related to vocational planning, course choice, and economic education.

A well organized and functioning guidance program provides services to groups as well as to individuals. With the increased need for providing guidance services to a greater number of individuals, group procedures offer a means of providing more efficient and effective utilization of guidance personnel and, in turn, guidance services.

Role and function of state staff in developing program proposals for the improvement of group procedures.

A. Pre-service preparation

1. Problem

The lack of adequate formal preparation and individual experience in group procedures related to vocational planning, course choice, and socio-economic or environmental information has limited the effectiveness of guidance personnel in properly relating to and adequately serving students.

2. Recommendation

Exert influence on counselor preparation programs to provide and require supervised practicum aimed at developing counselor awareness, understandings, and experiences necessary to serve all individuals.

B. In-service activities

1. Problem

The development of counselor competencies in group procedures has not been the aim of most in-service education programs for counselors.

2. Recommendations

a. Provide guidelines for conducting in-service education regarding the development of group procedures.

b. Support and sponsor in-service activities designed to develop counselor knowledge and utilization of group procedures.

C. Materials and Information

1. Problem

The availability of usable information and materials for implementing group procedures is limited.

2. Recommendations

a. Provide support for the development and use of guidelines and materials.

b. Assist in the development of better educational and vocational materials that are appropriate and realistic.

c. Identify and make available the best materials and information sources to all personnel working with students in groups.

D. Administration

1. Problem

Group procedures are not utilized to the extent necessary due to the rigidity of schedules and administrative philosophy.

2. Recommendations

a. Reimburse specific activities promoting group procedures.

b. Reorient boards of education, administrators, and staff to the value of providing guidance services for individuals in groups.

c. Provide guidelines for developing and conducting guidance services for groups of students.

E. Supervision and/or consultative services

1. Problem

The development and effective use of group procedures have been limited in part by the absence of adequate consultative and supervisory services.

2. Recommendations

a. Provide staff whose specific responsibility for consultative and supervisory service is in the area of group procedures.

b. Identify appropriate outside resources available to all guidance service personnel.

F. Evaluation

1. Problem

It is difficult to establish criteria and methods for a meaningful evaluation of group procedures.

2. Recommendations

a. Prior to implementing group procedures, provide assistance to personnel in stating goals and objectives that can be evaluated.

b. Consult with research specialists and services to develop evaluation procedures.

Section III

The work group feels that state guidance staff can bring about "change" at the local level. The rate of change can be increased if the state staff adopts a philosophy of "making things happen" rather than one of "letting things happen." To make things happen will require stated objectives and the procedures to be used in accomplishing these objectives. Without such planning, the state staff can spend much time in haphazard and ineffective activities resulting in little change in the quality of guidance services.

Group II - Chairman: William McCreary

Participants: Marjorie Anderson, Rodney Bolender, Merle Collins, Edwin Herr, Marcus Ruger

Topic Assignment: To analyze types of vocational, educational, and economic information available and needed, and to recommend approaches to meeting identified needs at both the elementary and secondary level.

Career development is a life-long process. Education plays a vital role in this process--especially in these years of rapid change. Today and into the future we must think of career development for each individual as a major developmental task, from elementary school through high school and higher education and into the period of continuing adult education. The school, and particularly school counselors, play an increasingly significant role in helping people to fulfill that task.

Elementary School

The elementary school child is at a point in his development where values and attitudes appropriate to later occupational behavior can be instilled. Girls probably need somewhat different types of occupational information because of apparent differences in maturation and earlier interest in occupations.

Values and attitudes are more important at this age than skills or specific occupational information and can be reinforced through accurate and sensitive materials in such publications as the WEEKLY READER and the ROCHESTER READING SERIES. But these materials will be most effective only if teachers, parents, and other community role models are adequately sensitized to the importance of accurate information and the importance of such attitudes and values as planfullness, responsibility, punctuality, and the dignity of all types of work. In an effort to ensure teacher sensitivity and knowledge in the vocational area, it is important to provide such areas of study as economic understanding, awareness of the occupational structure, lines of advancement, and the relationship of academic subjects to occupations in the pre-service elementary preparation of teachers. It also is necessary to have cooperation among elementary teachers, counselors, and librarians in order that accurate and realistic materials are secured for informational purposes and for student reference. If Luchins Primacy Affect is valid--that the information that a student receives first has the most weight in his ultimate decisions--then efforts should be taken to prevent students from acquiring over-glorified, romanticized, or unrealistic expectations of work or other future opportunities such as college.

Efforts to have students learn appropriate values and attitudes relative to work can be enhanced by field trips, case study materials, and role-playing with representatives of the adult community. Research supports the need for students to identify with adult role models; and only through adequate communication and coordination with organizations and individuals in the community can a diversity of adult occupational role models be made available.

Junior and Senior High

At the junior and senior high school levels, the administrative difficulty of offering a regular group guidance course or activity period devoted to occupational and educational information is recognized, but vigorous efforts are called for to establish or increase the number of such courses. They should deal accurately and relevantly not only with values and attitudes but also with facts about the many occupational and educational opportunities that are open to students. An organized course or courses would be ideal, but where this is not possible, other alternatives should be given consideration. Probably the most realistic possibility would stem from closer counselor-teacher cooperation. For example, specific units in academic subjects could be devoted to occupational relationships, but these would not be particularly effective if they were infrequent, inaccurate, or disassociated from larger guidance objectives. Publications such as the series by Harold Munson--Guidance for the Mathematics Teacher, Guidance for the English Teacher--would be helpful here.

There is a need in educational planning for expanded information about various educational environments and opportunities. The Specialty-Oriented Student materials developed at Iowa, or the information about the non-intellectual differences among colleges from the College and University Environment Scales (Robert Pace) and the College Characteristics Index (George Stern) or the recent research efforts of Asten and Holland are suggestive of such needed kinds of information. Similar information about behavioral and personality demands of various types of workers, beyond that typically available from aptitude or proficiency measures, is also necessary if students are to relate themselves in a satisfactory manner to the vocational opportunities available. In most cases, much of the information appropriate to educational and vocational planning must be acquired at the local level and related to the occupations, organizations, education, and training contexts in which former students are found. Thus, although it is necessary to have data on national and regional occupational and educational trends, it is equally necessary to acquire information, through follow-up studies, about the choices, expectations, and experiences of students entering the work force and the post-secondary educational population at the local level. A critical need involves communication with the Employment Service or the local Department of Labor office about information that is available from these sources in forms most useful for guidance purposes. Continuous contacts also should be maintained with chambers of commerce, industries, businesses, and labor unions.

Guidance personnel will increasingly need to turn to the community to develop a resource of occupational role models who are able to interact with students in and out of school. These adult workers might participate in on-going career presentations in the school. Where the presentations are good, tapes can be made and placed in an occupational library. These adults can also be used as referral sources to whom students considering specific occupations can be sent for interviews and for exposure to the work settings in which these adults are employed.

The importance of peer group communication and identification is well known. Not only should former students, including dropouts, be formally followed up, but they should also be encouraged to provide valuable contributions to the guidance process as they are invited to return to the school to share their experiences in vocational or educational settings. Follow-up studies should be carefully planned and conducted and the result should be used to effect program improvements.

At the junior and senior high school levels, just as earlier, academic subject areas and occupational or career information will need to be related. To achieve this objective, the counseling staff must work closely with teachers. One method is the attendance by counselors at academic department meetings to assist teachers in integrating educational and occupational information wherever possible.

In greater numbers of situations, vocational and career information can by systematized and centralized with facilities available in each local school to retrieve the information as required. The automated approach to information collection, storage, and dissemination would also insure to a high degree, the currency and accuracy of the information available for student and counselor use. The San Diego Career Information Center is a beginning model for efforts of this type.

It is also important that students at the junior and senior high level have expanded opportunities for work experience. These opportunities might be developed along the present pattern of one-half day in school and one-half day at work, or small blocks of full-time work experience during the school year, or summer experience. Regardless of the work pattern, however, supervision must be devoted to these activities so that appropriate learnings take place.

Parents should be offered opportunities to participate actively in educational and vocational planning at the secondary school level. The scheduling of three-way conferences of the counselor, the student, and his parents is one approach that has proved especially effective. Its value is enhanced if it can be carried out unhurriedly as in the summer months.

As the requirements for information at different educational levels are examined, certain needs for state leadership emerge. State guidance staffs must expand communication across organization lines to other agencies and areas such as the Employment Service, Department of Labor, curriculum services, and vocational education. In his contacts with Employment Service personnel, the state supervisor should encourage the collection of data on current occupational needs in state and local labor markets including data on union restrictions, opportunities for non-college bound students, and opportunities for on-the-job training. Further, state supervisors need to develop and distribute publications about informational resources and materials appropriate to counselors' needs, e.g., working with teachers, community resources, free and inexpensive information, and filing and retrieval of materials. Because of financial limitations on local guidance programs, state supervisors might further develop centralized material centers so that specific materials can be made available to counselors on a loan basis. State supervisors could also develop alternate proposals for developing local libraries of basic but inexpensive occupational and educational materials.

The state staff also needs to give greater attention to increasing counselor competencies in the use of educational and occupational information by providing in-service education experiences for local counselors in areas such as group methods of guidance, the principles of learning applied to student information acquisition and internalization, the collection and interpretation of follow-up data, and other essential techniques.

State supervisors in communication with counselor educators should emphasize the need for greater competencies among counselors in the area of vocational guidance. To accomplish this, counselors need orientation to Federal Bureaus and Federal legislation, information relating to occupational change, understanding of economic principles and philosophies of vocational education, and cognizance of student developmental needs as these relate to career development, and educational planning.

In summary, the state supervisor must exhaust all avenues available to him whether these be in-service work with counselors, liaison with other regional, state, and federal agencies, or communication with counselor educators as these contribute to emphasizing the following areas:

1. The need to view occupational and educational planning and maturation within a developmental task framework from elementary through secondary school and into the post-secondary period.

2. The need to follow up and to provide feedback information about graduates and dropouts as this information is pertinent to occupational and educational experiences.

3. The need to relate academic and occupational concerns in ways which make guidance objectives complementary and integral to the instructional program.

4. The need to cooperate with other agencies--national, state, regional, local--as these agencies can contribute information that is accurate, appropriate, and relevant to student understanding and to choice-making.

5. The need to translate occupational and educational data into forms appropriate to student understanding and use.

6. The need to expand student work experience opportunities.

7. The need to acquire information about educational and vocational opportunities; information that is concerned not only with cognitive or intellective requirements but also with behavioral and affective requirements.

Recommendations

It is recommended:

1. That concerted efforts be made by state supervisors of guidance services to secure a major strengthening of the occupational information services provided by the Bureau of Employment Security and related agencies and their state and local counterparts.

2. That state supervisors of guidance services provide leadership in promoting and conducting area workshops concerned with better communication and understanding among schools, industry, labor, chambers of commerce, and other community agencies. The prime objective of the workshops would be to meet the occupational and educational guidance needs of all students at all educational levels.

3. That participants in the National Seminar on Vocational Guidance at Marquette urge that further national and/or regional meetings of a similar nature be conducted in the near future.

Group III - Chairman: H. Eugene Wysong

Participants: Charles Baker, Henry Heydt, Jr., William Kelsey, Clarence Kent, Kathryn Ray, Charles Sams

Topic Assignment: To propose basic principles and roles which affect the student vocational education program selection process and which affect the admission of students into vocational education programs.

This work group began its deliberations on the premise that one point of controversy between school counselors and vocational educators is a misunderstanding or disagreement concerning the role of guidance in assisting students to select appropriate vocational education programs. As a preamble to this report, to make our position clear, we endorse the statement by Lowell Burkett, Executive Director of American Vocational Association, that vocational educators should emphasize the importance of serving people rather than of serving a specific vocational field.

The following principles and roles concerning the student vocational education program selection process and the process of admitting students into vocational education programs are recommended:

Principles

1. Students have the final responsibility for choosing from within the range of alternatives open to them.

2. The process of assisting students to choose a vocational education program is longitudinal in nature. Students must be assisted during a period of time prior to points of decision.

3. Students must be able to make decisions based on adequate knowledge and understanding of themselves and of the nature of the opportunities available to them.

4. The guidance process of assisting students to choose a vocational education curricular program and the administrative process of placing students in a curricular program could be enhanced by the identification of student readiness characteristics at the time of program entrance. Such identification would facilitate student achievement.

5. Test results represent one type of information which can be used as a clue to indicate student readiness and potential for achieving the goals of a vocational education program.

6. The goals of a vocational education program should be based on the needs of students. In turn, student entrance readiness should be based on the goals of the vocational education program.

7. The readiness of students to enter and progress in a vocational education program is determined by both academic and non-academic factors. Such factors as student goals, interests, and depth of commitment are a part of entrance readiness.

Suggested Activities for School Counselors

1. The school counselor should assist students to:
    a. Understand the nature of the alternative program choices available to them.
    b. Understand what each alternative choice might mean to them.
    c. Perceive themselves and their goals in relationship to all available program choices.
    d. Develop, through a longitudinal process, a readiness for making appropriate program choices.
    e. Develop a readiness for achieving the goals of their chosen vocational education program.
    f. Assume the final responsibility for their own decisions.

2. School counselors should make recommendations concerning the placement of students in vocational education programs.

3. School counselors should share appropriate student information which might provide clues concerning the program entrance readiness of students with those who must make the administrative decisions of admitting and placing students in vocational education programs.

4. School counselors should cooperate with vocational educators in meeting the needs of students who are enrolled in vocational education

programs and also cooperate with them in conducting follow-up activities with graduates.

Suggested Activities for Vocational Educators

The vocational educator should:

1. Provide information to school counselors concerning the nature of vocational education programs.

2. Work with counselors in determining student entrance readiness factors which facilitate achievement in vocational education programs.

3. Cooperate with counselors in meeting the needs of students enrolled in vocational education programs and in conducting follow-up activities with graduates.

Group IV - Chairman: Charles E. Weaver

Participants: Leslie Adkins, John Bailey, James Bishop, Ralph Brewer, Henry Brito, Frank Brown, Kearney Campbell, James Carr, Edward Davey, Charles Foster, Arnold Freitag, Wah Jim Lee, Bruce McConnell, Ray McCoy, Giles Smith, C. H. Steinberger, Charles Tabler, Burt Thelander

Topic Assignment: To seek consensus on basic principles regarding school programs of guidance and to develop program recommendations for upgrading counselor competencies in the vocational aspects of guidance.

There was much discussion concerning the term vocational education and vocational education's place in the school setting. The work group, by vote, decided that the program of guidance services should not be dichotomized by the terms "vocational" or "educational." The general consensus was that general vocational principles apply equally to all aspects of the guidance program.

The committee is aware that much study and many articles and units in books and in the professional literature have been devoted to the basic principles of guidance. Therefore, this report is not intended to exhaust or complete the number of principles applicable to guidance programs; rather, it is meant to be supplemental in nature.

Each work group member was asked to make statements concerning vocational guidance. The ten statements which follow summarize the discussion.

1. Counselors should develop guidance programs within the framework of the philosophy of the school.

   This statement requires a clear understanding by counselors of the nature, scope, and limitations of the guidance program.

It requires clear definitions of the terms that are used and the ability to explain and defend these definitions. It requires an understanding of the ideas that other persons on the staff may hold with regard to their professional field. The statement also implies communication among counselors and staff in developing acceptable compromises that will clear the way for acceptance and support of a workable guidance program.

2. Counselors should utilize instructional and administrative resources to assist and implement the decisions of pupils.

   This statement implies that the choices and decisions of pupils are only a midway point in the counseling process. The school organization assists pupils in making decisions and has a responsibility for aiding them as they implement these decisions. Counselors have a responsibility to encourage pupils to make and act upon their own decisions. This statement requires professional judgment with regard to relationships with pupils, the home, teachers, principals, and referral resources.

3. Counselors should aid teachers to apply the resources of the vocational aspects of a guidance program to the solution of appropriate instructional problems.

   This statement recognizes the fact that teachers have more opportunities than counselors to have contacts with pupils. It implies that many times the causes and remediation of maladjustment occur during classroom activities. It is directed at assisting teachers in analyzing the abilities of their pupils to avoid problems caused by inappropriate teacher demands. An additional implication is that teachers need to understand the personality and environmental conditions of their pupils, particularly those which may affect their attitudes and abilities to learn.

4. Counselors should participate in the identification and classification of data derived from the activities of the guidance program and in making generalizations from these data that have implications for curriculum development.

   This statement is necessary to assist the school to meet more fully the needs of its pupils and the community. It assumes that the individual differences evident in pupils and their environments are primary factors to be considered in curriculum construction. This statement points to the utilization of such data as follow-up studies, occupational surveys, and similar techniques as well as to specific counselor education content that must be provided to meet occupational needs and opportunities within the community. This statement also implies that society is not static; therefore, guidance must continue to assist those responsible for curriculum development to meet change.

5. Counselors should understand the relationships of the guidance program to the entire community.

   The guidance program is one of several activities and programs in the community that promote individual development. Thus, the guidance program must be related to the many interrelated structures in the community.

6. Counselors should provide continuity in the counseling process through cooperative relationships among community agencies.

   Counselors have a vital concern for the relationships among the many persons and agencies influencing their counselees. Parents, teachers, administrators, peer groups, and part-time employers exemplify a few groups whose members make significant contributions to the guidance of in-school youth. If self-analysis is maximized for each pupil, counselors must promote an understanding in each of these reference groups as to its most appropriate role in the counseling process. Moreover, counselors must devise and foster procedures which will lend continuity and, within reasonable limits, a harmonious approach to counseling problems.

7. Counselors should organize the school guidance program so that it may render such services to out-of-school persons and agencies as are appropriate, feasible, and in agreement with administrative policy.

   School guidance staffs have many contacts with non-school persons and agencies in the community. Many of these contacts are initiated to secure non-school services and resources which complement the school's guidance program. To accomplish this, counselors will need to do more than simply arrange for an exchange of information. They will need to render a professional judgment so that selected services to out-of-school persons can be provided with due regard for such considerations as reciprocal services, public relations, school administrative policies, and the effect of such procedures on in-school services and relationships.

8. Counselors should organize their facilities and resources and administer their time and energy effectively.

   This statement implies that counselors must exercise some discrimination among their guidance functions to maintain a balance for counseling interviews, supervising the individual inventory program, conferences with teachers and administrators, and duties required by out-of-school relationships. In addition, this statement implies the assignment of professionally trained counselors with a realistic counselor-pupil ratio to enable guidance services to be performed and evaluated. This statement further implies the existence of organized guidance services staffed by professionally trained counselors available to students throughout their educational program.

9. Counselors should coordinate the efforts of school personnel contributing to the guidance of pupils.

    This statement is related to the competencies of those who counsel, but depends more on the management of staff interrelationships. Implied in this statement is an understanding of the purposes and objectives of education and of the appropriate organizational patterns of pupil personnel services that are necessary to achieve these goals.

10. Counselors should provide opportunities for student discussions through various types of groups.

    This statement recognizes that attitudes and beliefs may be tested and developed within school-structured settings within groups with peers. Choices become self-relevant when developed using open discussion techniques. Teachers have responsibilities to provide interaction vehicles for their pupils to assist them in the assimilation, feedback, and evaluation of information obtained in this manner.

Recommendations

1. Significant attention to the vocational aspects of guidance should be interwoven into counselor education programs. Cooperation with appropriate vocational educators as resource persons is encouraged.

2. Increased attention should be devoted to the use of counselor education staff and facilities in providing in-service education for practicing counselors.

3. Due to the time limitation, the work group, by vote, accepted Work Group Report I entitled, "Guidelines for Curricula Supplementation in Vocational Aspects of Counselor Education," pages 140-164, CONFERENCE ON VOCATIONAL ASPECTS OF COUNSELOR EDUCATION, A Report of a Conference, December 12-15, 1965, Airlie House, Warrenton, Virginia, edited by Carl McDaniels, Project Director, The George Washington University.

Group V - Chairman: Julian Biggers

Participants: H. Reese Anderson, Reynold Erickson, Annabelle Ferguson, Willard Foster, Henry Isaksen, Charles Mitchell, Ruth Pennell, Gerald Quinn, Robert Schunk, Robert Stout, Fred Sughrue, Murl Venard

Topic Assignment: To increase competencies in establishing and maintaining state supervisory relationships and channels of communication with local schools.

The work group discussed many techniques that a state staff could use to establish and improve communications with local schools. The seven statements which follow summarize the discussion.

1. The state staff should improve and/or increase the number of contacts with local schools.

   This recommendation is based on the success that person-to-person visitation between the state supervisor and local school person enjoys. The major obstacle to this approach is the small number of state supervisors in most states. To help alleviate this situation, it is recommended that the U.S. Office of Education establish minimum standards for state staffs similar to the minimum standards the USOE requires that states set for school participation in NDEA, Title V-A, programs.

2. State staff members should use counseling techniques in communicating with school staff members.

   Many school staff members do not understand the basic concepts of guidance that are necessary to free communication. The state supervisor should use his ability to communicate at the level of the listener. Start where the local school is and develop communications from there. The alternative to this approach is a program of pre-service and in-service education for administrators and teachers. The state supervisor should make an effort to have a course on guidance included in the training of teachers and administrators whenever possible. Otherwise, the use of conferences and workshops is a desirable alternative.

3. The state staff should use a wide variety of media to communicate with local schools.

   Newsletters and bulletins form the backbone of this line of communication. If appropriate resources to publish these materials are not available, thought should be given to using outside agencies for the preparation and publication of materials. This approach has been successfully used in Minnesota and Georgia. If a separate newsletter cannot be prepared, maximum use should be made of available state guidance and state teacher newsletters. Consideration should be given to exploring the use of ESEA, Title III, money to fund a pilot program which could include the use of a wide range of media for communication purposes.

4. The state staff should make use of advisory committees in establishing lines of communications.

   Several states have found that permanent or ad hoc committees can facilitate communications and improve relationships with local schools.

5. The state staff should make maximum use of existing guidance and teacher organizations.

   Assisting in the organization of regional guidance groups can improve communication. The school administrator should be included, if possible, when such groups hold meetings.

6. The state staff should establish summer seminars for counselors and vocational teachers to improve the understanding each has of the others' role.

7. The state staff should establish, if possible, an internship program for selected school counselors to work in the state guidance office.

   The length of the internship could vary from the summer months to a full academic year. The advantages of such a program include:

   a. The development of a group of counselors familiar with state level problems and procedures.

   b. The development of a pool of potential state staff members.

No one technique or method of communication will insure improved relations with local schools. As many multi-media approaches should be explored by state supervisors as possible.

Group VI - Chairman: James Smith

Participants: Paul Brannon, Donville Brewer, John Coffey, Jack Duncan, Thomas Gambino, Tom Garrison, Bobbie Grogan, Muriel Gurr, Harvey Hirschi, Joseph Leone, David Pritchard, George Rietz, Pauline Sherer, Glenn Smith, Merle Strong, Emeliza Swain

Topic Assignment: To determine needs related to the preparation of counselors for the educational and vocational aspects of the guidance program and to study and determine specific methods by which state guidance personnel and counselor educators may cooperate in pre-service and in-service education.

State plans for vocational education identify the vocational aspects of guidance as those in which counselors:

1. Identify and encourage the enrollment of individuals who could profit from vocational education.
2. Provide individuals with information necessary for realistic vocational planning.
3. Assist students as they pursue their vocational plans.
4. Aid students in vocational placement.
5. Conduct follow-up studies to determine the effectiveness of vocational instruction and the guidance and counseling program.

Analysis of these guidance functions suggest that their effective implementation may best be accomplsihed by guidance and counseling personnel whose training and experience include:

1. A study of economics, the labor movement, and the essential characteristics of a system of free enterprise to gain an understanding of the world of work.
2. A study of the sociology of sub-cultures as related to the meaning of work.
3. Experience in renumerative work apart from the educational milieu to acquaint counselors with workers' viewpoints.
4. Knowledge regarding the total range of educational and training opportunities available to all students.
5. Knowledge of the resource structure of the school and the community, including business and industry, and the appropriate communication channels for mobilizing these resources.
6. Knowledge concerning techniques of collecting and using information

about student and graduate populations for the purpose of assisting in curriculum development and improvement.

7. Knowledge of occupational information and sources of current, accurate information related to the world of work, including present and projected manpower needs locally and elsewhere.

It was the consensus of the group that the counselor should have the necessary competencies to give effective emphasis to the vocational aspects of guidance. Thus, it was strongly recommended that the vocational aspects of guidance be recognized and emphasized in counselor education programs.

The participants in Group VI also recommend that counselor education programs give consideration to identifying college seniors planning to enroll in counselor education curricula and that full utilization be made of the senior year plus the regular period of counselor training to provide additional time for the counselor candidates to gain competency in the area of guidance and counseling.

Group VII - Chairman: LeRoy Cavnar

Participants: Howard Avery, Hartley Campbell, Francis Farrenkopf, Edward Harford, Allen Kelsey, Richard Parker, Harold Reed, George Smith, Irvin Wheatley, John Wilson

Topic Assignment: To share methods and techniques for community or area occupational surveys, student interest surveys, and other studies related to the establishment of vocational courses or area vocational schools.

This work group investigated various instruments currently used by states and by local communities. The participants were interested in learning ways and means of conducting meaningful surveys for the purpose of extending guidance services and contributing to an orderly growth pattern of vocational programs in their own communities. Agreement was unanimous that duplicity of effort in surveys must be avoided wherever possible and that the sharing of survey ideas and techniques should be of paramount interest to state guidance service personnel.

Dave Winefordner presented the "Ohio Approach" to student, community, and business surveys. Cautioning that the Student Vocational Interest Survey was not a standardized instrument, but one that was "thought up" to meet a specific survey need, he pointed out the success of the surveys in Ohio over a period of years and the development of many vocational programs and area schools based on results of these surveys. Seminar participants are urged to review the Ohio materials enclosed in the state packet as well as the other distributed survey forms. Noting the guides for student surveys currently available, and cautioning ourselves that surveys must not become a crutch to justify a state guidance staffs' existence, it was concluded that information gained by good surveys must be used to help state departments help local schools and for local schools to help themselves.

The work group agreed that many of the current surveys reaching students, the community, and the business world provide valuable information. There are gaps, however, and such areas as school leaver surveys are often neglected with a consequent loss of information. It was suggested that school graduates can provide information needed by schools and communities to establish adequate programs to meet vocational needs. Adequate follow-up surveys of school dropouts could result in more meaningful programs at elementary and lower secondary levels to better meet the needs of these students.

Another major area for survey (and research) is the elementary level--probably grades 4 through 7 or 8--regarding the career and occupational thinking of students at these ages. The range of occupational thinking at these ages has been labeled as ranging from fantasy to realism. Perhaps surveys would help find the appropriate orientation to the world of work that is needed in school programs at these levels.

Cooperation in the conduct of surveys might well be attained by pooling survey efforts. Standardization of questions for use in all states could result in:

1. Each state handling its own information for its own needs.
2. States feeding information into a national pool to aid in the study of mobility patterns and technological change. The ERIC program may well be a useful model for the development of such a national system.

Fast exchange of pertinent occupational information is needed in school guidance programs. Employment Service offices should be encouraged to conduct occupational surveys. Local districts and some state departments should initiate surveys when the Employment Service is slow to respond. Such local efforts will provide useful local information as well as serving as encouragement for Employment Service managers.

A final recommendation concerning surveys centers around parent orientation. Recognizing that parents are influential regarding the behavior of their children while in school, survey information organized into vocational orientation materials and presented in a manner that will reach parents is a must if we are to establish and develop the kinds of vocational programs students want and need.

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